

**Introduction:****LEA:** San Luis Coastal Unified**Contact:** Amy Shields, Director of Elementary Learning and Achievement, ashields@slcusd.org, (805)549-1225**LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

San Luis Coastal Unified School District has engaged all stakeholders in the process of developing and reviewing the LCAP. The involvement process began in September with written updates and presentations made at televised Board of Education meetings regarding our actions and progress towards meeting LCAP goals. We have collected quantitative and qualitative data and provided the following updates to the public on our six LCAP focus areas:

9-15-15: Results of SBAC, including LCAP identified target student groups

9-30-15 - LCAP Focus 4, Summer School presentation

10-1-15 - Secondary School SPSAs, aligned to LCAP goals

10-20-15 - Elementary School SPSAs, aligned to LCAP goals

11-3-15 - LCAP Focus 6, Advanced Placement update, with information on LCAP targeted student groups

11-17-15 - LCAP Focus 1,2, and 4, English Learner Program Update

2-15-15 - LCAP Timeline presented/approved

12-15-15 - 1st Interim Report approved

12-15-15 - Focus 5, Model Classroom presentation

1-12-16 - Focus 1, 2, and 6, Elementary Assessment 1st Trimester Report

1-12-16 - Focus 1, Secondary Math Program and Student Survey Report

1-12-16 - Focus 4,6, Post-Graduation Student Data Report

2-2-16 - Focus 2, Secondary ELA-ELD Update

2-2-16 - Focus 1 and 2, Elementary Instructional Coaching Update

3-1-16 - Focus 3, STEAM Update

3-1-16 - Second Interim Report approved

3-1-16 - Focus 6 - Assessment Calendar Update

The information and ideas collected at the various stakeholder meetings, including meetings with secondary students, was gathered, analyzed, and has been instrumental in the creation of this Local Control Accountability Plan. The following trends and commonalities developed in the feedback:

Staff: LLI/Reading training, technology, site-autonomy/interventions, instructional coaching, math curriculum, counseling/mental health support, assessment, professional development, combination classes, prep time, class size, workload

Parents: Gratitude, positive direction, technology/digital literacy/cyber-bullying, supporting all types of learners (SPED, struggling, gifted, and accelerated)

Students: Caring/attentive adults, accessibility to help, after-school programs, bullying/tolerance/social structures, homework, social media/technology impacts

As a result of the trends and commonalities identified, the following themes will be added to enhance our current 6 LCAP Focus Areas:

1. Increase access to technology for students at some sites
2. Collaboration time for sites to focus on instruction and student achievement
3. Strengthen professional development and parent training on social media and cyber-bullying
4. Strengthen staff's impact in providing school cultures that are tolerant and inclusive
5. Broaden STEAM electives at secondary and STEAM exploration opportunities at all elementary sites
6. Expand counseling/therapeutic support for elementary and secondary students

Specifically, we will focus on practicing what we have learned from extensive professional development over the last five years. We will take advantage of collaboration among our professionals through site-based professional learning communities. We will focus our efforts on research-based instructional strategies aligned to the Common Core and based on the SLCUSD adopted Framework for Teachers. We will continue to give sites, especially elementary, more autonomy to look closely at the needs of their students and for teachers to focus their improvement efforts effectively.

4-19-16 - Focus 2, Early Intervention Update

4-19-16 - Focus 3 - NGSS Update

4-19-16 - LCAP Survey results

In January, 2016, we began hosting a series of LCAP update of progress and input meetings with our stakeholders. A dedicated web page provided public access to information and published feedback received. Key groups were identified, meetings were held, and input was received and shared on our district website. Meetings were conducted at all 14 school sites for staff. Additional meetings were held with each of the bargaining teams, including CSEA, SEIU, SLCTA, Confidential employees, and Management Education Council (MEC). Separate parent and community meetings were held for DELAC, PTA Leaders, and DTAC. Staff and community were also invited to participate in an online LCAP survey to provide additional information.

At each meeting, data was shared regarding our budget history, seven year budget projection, current LCAP focus areas, and changes made based on feedback from last year's stakeholder engagement meetings. This data is also available on our District website. Stakeholders were asked to consider three questions:

1. What are we doing well that we should continue?
2. What would you like to see the district do more of?
3. What should the district discontinue to help fund the ideas you discussed?

Student outreach meetings were held at each of our secondary sites and facilitated by our superintendent. Over 200 students, representing various student groups including English learners, students with IEPs, and socio-economically disadvantaged students, met with District administrators to share strengths, weaknesses, and ideas for improvement in the areas of academics, safety, culture, and connectedness.

The Board of Education was provided status update reports twice a month in January, February, March, and April. A public hearing was held on May 17, 2016.

We will continue to provide literacy and math interventions while looking for ways to improve personalized learning opportunities through online programs. We will continue on course with our six focus areas based on our District Initiatives for Student Success.

<p><b>Annual Update:</b></p> <p>Based on the stakeholder small group meetings held in 2015 and the specific impact this made on our LCAP development, we wanted more detailed input from our students and parents.</p> <p>Beginning September 2015, monthly updates were given to the School Board related to each of the six LCAP focus areas. District website, administrator blogs, and school site newsletters provided timely parent updates regarding progress on the six focus areas. Progress was shared with administrators during monthly elementary and secondary principals' meetings and input was gathered about important next steps that needed to take place for each area.</p> <p>Presentations and input meetings were conducted at each school site. In addition, the website was used to disseminate information.</p> <p>As part of our involvement process, we wanted to expand our community outreach to seek input from all parents, not just our parent leaders.</p> <p>As part of our involvement process, we wanted to go deeper in seeking meaningful feedback from our students. We wanted to make sure we had meaningful feedback from diverse groups of students including high achievers, average achievers, and LCAP identified students.</p>	<p><b>Annual Update:</b></p> <p>Based on the positive results of including secondary student interviews last year as part of our LCAP engagement and involvement process, we decided to expand that work. Three groups of students from each of our five secondary schools met with the superintendent and members of Cabinet to discuss positives and concerns, as well as suggestions for improvement. The identified groups were high achievers, average achievers, and LCAP identified students. Specifically, we added an online survey for the secondary students to complete that included questions on the following themes: engagement, teacher care, safety, bullying, administrators, involvement, caring adults, homework, cooperative groups, future success, and acceptance. The major themes from the secondary students included a recognition that our schools have caring/attentive adults. Suggestion themes included accessibility to help, after-school programs, bullying/tolerance/social structures, homework, and social media/technology impacts.</p> <p>In addition, we gathered more specific information from parents through school tours, site-specific surveys, coffees with the principal, and site-based parent meetings including ELAC, PTA, etc. It was found to be more valuable to include this feedback within the greater community outreach meetings.</p> <p>This year, we invited all parents to provide LCAP feedback through an online survey. The survey was publicized on our webpage, each site's webpage and through school newsletters.</p> <p>For next year's LCAP process, we want to better identify the Focus Area when updating information for our students, parents, staff, and board members.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in

the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).



**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	SLCUSD students will achieve substantial academic gains in Mathematics.	Related State and/or Local Priorities:  _1 X 2 _3 X 4 _5 _6 _7 _8 Local:    Focus 1 
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**Identified Need:**

The results from the 2015 California Assessment of Student Performance and Progress (CAASSP) and district common assessments were used to identify the current needs in Mathematics:

CAASSP results for mathematics showed 50% of all students met or exceeded standard, while only 27% of socio-economically disadvantaged student met or exceeded standard, 10% of English learners met or exceeded standard, and 35% of reclassified English proficient students met or exceeded standard.

Kindergarten-Fifth Grade Number Corner Assessment results from Fall 2015 showed 55% of all K-5th grade students demonstrating year-end proficiency, while only 41% of socio-economically disadvantaged students, 32% of K-5 English learners, and 66% of RFEP students demonstrating trimester benchmark. For 6th graders, 55% of all students met the Task One math benchmark, while 41% of socio-economically disadvantaged students, 29% of English learner students, and 48% of RFEP students met the Task One benchmark.

At the secondary level, the results from the Fall 2015 common mathematics assessment showed that 20% of all students demonstrated proficiency while only 1% of English learners and 4% of socio-economically disadvantaged students showed proficiency.

After reviewing the data from the above listed district common assessments, we identified the need to raise achievement for all students and close the achievement gap in Mathematics.

**Goal Applies to:**

**Schools:** All

**Grades:** All

**Applicable Pupil Subgroups:** All

**LCAP Year 1**

**Expected Annual Measurable Outcomes:**

1. Student performance will increase by 5% as measured by CAASSP, including LCAP student populations.
2. Student performance will increase by 5% as measured by District Common Assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen classroom instructional strategies through professional development and on-site coaching and modeling aligned to SLCUSD Framework for Teaching.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities Homeless	1130: Certificated Hourly - \$94,180 (General)  1130: Certificated

		_ Other	Hourly - \$4,800 (LCAP Supplemental)
			1160: Substitutes - \$15,400 (General)
			1930: Certificated Per Diem - \$12,200 (LCAP Supplemental)
			4300: Materials and Supplies - \$11,700 (General)
			5200: Conferences - \$46,300 (General)
			5716: Copying - \$6,000 (General)
			5716: Copying - \$3,000 (LCAP Supplemental)
			5896: Fees - \$5,000 (General)

<p>Educate parents regarding SLCUSD Mathematics Program.</p>	<p>All elementary and middle schools, districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$500 (LCAP Supplemental)  4300: Materials and Supplies - \$3,000 (LCAP Supplemental)  5716: Copying - \$2,000 (LCAP Supplemental)</p>
<p>Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$6,300 (LCAP Supplemental)  4300: Materials and Supplies - \$7,000 (LCAP Supplemental)  5894: Licenses / Permits - \$9,600 (LCAP Supplemental)  5896: Fees - \$100,575 (LCAP Supplemental)</p>

LCAP Year 2			
Expected Annual Measurable Outcomes:	1. Student performance will increase by 5% as measured by CAASSP, including LCAP student populations. 2. Student performance will increase by 5% as measured by District Common Assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen classroom instructional strategies through professional development and on-site coaching and modeling aligned to SLCUSD Framework for Teaching.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1130: Certificated Hourly - \$59,800 (General)  1130: Certificated Hourly - \$4,800 (LCAP Supplemental)  1160: Substitutes - \$15,400 (General)  1930: Certificated Per Diem - \$6,000 (LCAP Supplemental)  4300: Materials and Supplies - \$11,700 (General)  5200: Conferences - \$46,300 (General)  5716: Copying - \$3,000

			<p>(General)</p> <p>5716: Copying - \$3,000 (LCAP Supplemental)</p> <p>5896: Fees - \$5,000 (General)</p>
<p>Educate parents regarding SLCUSD Mathematics Program.</p>	<p>All elementary and middle, districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1130: Certificated Hourly - \$500 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$3,000 (LCAP Supplemental)</p> <p>5716: Copying - \$2,000 (LCAP Supplemental)</p>

<p>Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$6,300 (LCAP Supplemental)  4300: Materials and supplies - \$7,000 (LCAP Supplemental)  5894: Licenses / Permits - \$15,000 (LCAP Supplemental)  5896: Fees - \$100,575 (LCAP Supplemental)</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Student performance will increase by 5% as measured by CAASSP, including LCAP student populations.</li> <li>2. Student performance will increase by 5% as measured by District Common Assessments.</li> </ol>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>Strengthen classroom instructional strategies through professional development and on-site coaching and modeling aligned to SLCUSD Framework for Teaching.</p>	<p>All, districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students</p>	<p>1130: Certificated Hourly - \$39,800 (General)  1130: Certificated</p>



	with Disabilities _ Homeless _ Other	Hourly - \$4,800 (LCAP Supplemental)
		1160: Substitutes - \$15,400 (General)
		1930: Certificated Salary - \$4,000 (LCAP Supplemental)
		4300: Materials and supplies - \$11,700 (General)
		5200: Conferences - \$30,000 (General)
		5716 Copying - \$3,000 (General)
		5716: Copying - \$3,000 (LCAP Supplemental)
		5896: Fees - \$5,000 (General)

<p>Educate parents regarding SLCUSD Mathematics Program.</p>	<p>All elementary and middle, districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$500 (LCAP Supplemental)  4300: Materials and Supplies - \$3,000 (LCAP Supplemental)  5716: Copying - \$2,000 (LCAP Supplemental)</p>
<p>Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$6,300 (LCAP Supplemental)  4300: Materials and supplies - \$7,000 (LCAP Supplemental)  5894: Licenses / Permits - \$20,000 (LCAP Supplemental)  5896: Fees - \$100,575 (LCAP Supplemental)</p>

<p><b>GOAL:</b></p>	<p>SLCUSD students will achieve substantial academic gains in English Language Arts (ELA) / Literacy and English Language Development (ELD).</p>	<p>Related State and/or Local Priorities: X                  1 X 2 _3 X 4 _5 _6 _7 _8 Local:                  Focus 2</p>
<p><b>Identified Need:</b></p>	<p>The results from the 2015 California Assessment of Student Performance and Progress (CAASSP), annual measurable achievement objectives for English learners, and district common assessments were used to identify the current needs in English Language Arts and English language development:</p> <p>CAASSP results for English language arts showed 59% of all students met or exceeded standard, while only 38% of socio-economically disadvantaged student met or exceeded standard, 11% of English learners met or exceeded standard, and 54% of reclassified English proficient students met or exceeded standard.</p> <p>AMAO results for 2016 showed 56% of all English learners met annual growth on CELDT, 24% of English learners, enrolled less than 5 years in U.S. schools demonstrated proficiency in English, as measured by the CELDT, and 54% of English learners, enrolled five years or more in U.S. schools demonstrated proficiency in English as measured by the CELDT. Although we met the Federal goal for students enrolled five years or more in U.S. schools, we are below the Federal Goal for AMAO 1 and AMAO 2 (less than 5 years in U.S. schools).</p> <p>District common assessments were used to identify the current needs in English-Language Arts:                  Kindergarten-Second Grade Benchmark Assessment System Data results showed 28% of all K-2nd grade students demonstrating year-end proficiency on the October, 2015 assessment, while 17% of socio-economically disadvantaged students, 7% of K-2 English learners, and 71% of RFEP students demonstrating year-end proficiency. For 3rd-6th graders, the Scholastic Reading Inventory results showed 59% of all 3rd-6th grade students demonstrating year-end proficiency on the fall assessment, while only 38% of socio-economically disadvantaged students, 10% of English learners, and 53% of RFEP students demonstrating year-end proficiency. The K-6 writing common assessment results for end of first trimester, 2015 showed 31% of all K-6th grade students demonstrating year-end proficiency, while 19% of socio-economically disadvantaged students, 17% of English learners, and 34% of RFEP students demonstrating year-end proficiency.</p> <p>At the secondary level, in the Fall 2015 district common assessment, 55% of all students scored proficient, while only 43% of socio-economically disadvantaged students, 13% of English learner students, and 53% of RFEP students scored proficient.</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p> <p><b>Grades:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> All</p>

LCAP Year 1			
Expected Annual Measurable Outcomes:	1. Student performance will increase by 5%, as measured by the CAASSP, including LCAP specific student groups. 2. Student performance in ELA will increase by 5% as measured by District Common Assessments. 3. SLCUSD English Learners will meet or exceed annual measureable achievement objectives (AMAOs).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen ELA classroom curriculum, instruction, and assessment practices aligned to Common Core and the SLCUSD Framework for Teaching.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$665,000 (LCAP Supplemental)  1130: Certificated Hourly - \$123,050 (General)  1130: Certificated Hourly - \$45,600 (Title II)  1130: Certificated Hourly - \$28,000 (LCAP Supplemental)  1160: Substitutes - \$27,500 (General)  1160: Substitutes - \$4,000 (LCAP Supplemental)

			<p>1930: Per Diem Certified - \$6,000 (General)</p> <p>4200: Books / Reference Materials / eBooks - \$143,000 (General)</p> <p>4300: Materials and Supplies - \$50,000 (General)</p> <p>5200: Conferences - \$26,000 (General)</p> <p>5200: Conferences - \$5,000 (Title II)</p> <p>5800: Consultant - \$27,000 (General)</p>
<p>Educate parents regarding SLCUSD ELA programs.</p>	<p>All elementary, districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, Preschool</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$3,000 (LCAP Supplemental)</p>
<p>Strengthen ELA/ELD supports for students needing</p>	<p>All,</p>	<p>_ All</p> <p>-----</p>	<p>1100:</p>

interventions and accelerations, including personalized learning opportunities.

districtwide  
Grades: All

\_ Foster Youth \_ American Indian or Alaska Native \_ Hispanic or Latino \_ Two or More Races X Low Income Pupils \_ Redesignated fluent English proficient \_ Asian \_ Native Hawaiian or Pacific Islander X English Learners \_ Black or African American \_ Filipino \_ White X Students with Disabilities \_ Homeless  
\_ Other

Certificated Salary - \$278,000 (LCAP Supplemental)  
1130: Certificated Hourly - \$140,000 (LCAP Supplemental)  
1160: Substitutes - \$1,200 (LCAP Supplemental)  
4300: Materials and Supplies - \$10,000 (General)  
4300: Materials and Supplies - \$1,900 (LCAP Supplemental)  
4400: Technology Devices - 6,000 (General)  
5200: Conferences - \$1,500 (LCAP Supplemental)  
5230: Mileage - \$4,000 (LCAP Supplemental)  
5800: Consultant -

			\$53,100 (LCAP Supplemental)
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<p>Strengthen ELD curriculum, instruction, and assessment practices aligned to ELA/ELD Framework and ELD Standards and the SLCUSD Framework for Teaching.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>100: Certificated Salary - \$483,739 (LCAP Supplemental)</p> <p>1100: Certificated Salary - \$19,648 (Title I)</p> <p>1100: Certificated Salary - \$70,000 (Title III)</p> <p>1130: Certificated Hourly - \$500 (LCAP Supplemental)</p> <p>1160: Substitutes - \$10,500 (LCAP Supplemental)</p> <p>2120: Instructional Aide (Part Time) - \$212,146 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$1,500 (LCAP Supplemental)</p>
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LCAP Year 2			
Expected Annual Measurable Outcomes:	1. Student performance will increase by 5%, as measured by the CAASSP, including LCAP specific student groups. 2. Student performance in ELA will increase by 5% as measured by District Common Assessments. 3. SLCUSD English Learners will meet or exceed annual measureable achievement objectives (AMAOs).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen ELA classroom curriculum, instruction, and assessment practices aligned to Common Core and the SLCUSD Framework for Teaching.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$665,000 (LCAP Supplemental)  1130: Certificated Hourly - \$123,050 (General)  1130: Certificated Hourly - \$45,600 (Title II)  1130: Certificated Hourly - \$28,000 (LCAP Supplemental)  1160: Substitutes - \$27,500 (General)  1160: Substitutes - \$4,000 (LCAP Supplemental)

			<p>1930: Per Diem Certified - \$6,000 (General)</p> <p>4200: Books / Reference Materials / eBooks - \$143,000 (General)</p> <p>4300: Materials and Supplies - \$50,000 (General)</p> <p>5200: Conferences - \$26,000 (General)</p> <p>5200: Conferences - \$5,000 (Title II)</p> <p>5800: Consultant - \$27,000 (General)</p>
<p>Educate parents regarding SLCUSD ELA programs.</p>	<p>All elementary, districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>4300: Materials and Supplies - \$3,000 (LCAP Supplemental)</p>

<p>Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1160: Substitutes - \$1,200 (LCAP Supplemental)  4300: Materials and Supplies - \$10,000 (General)  4300: Materials and Supplies - \$1,900 (LCAP Supplemental)  4400: Technology Devices - 6,000 (General)  5800: Consultant - \$53,100 (LCAP Supplemental)</p>
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<p>Strengthen ELD curriculum, instruction, and assessment practices aligned to ELA/ELD Framework and ELD Standards and the SLCUSD Framework for Teaching.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1100: Certificated Salary - \$483,739 (LCAP Supplemental)</p> <p>1100: Certificated Salary - \$19,648 (Title I)</p> <p>1100: Certificated Salary - \$70,000 (Title III)</p> <p>1130: Certificated Hourly - \$500 (LCAP Supplemental)</p> <p>1160: Substitutes - \$10,500 (LCAP Supplemental)</p> <p>2120: Instructional Aide Part Time - \$212,146 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$1,500 (LCAP Supplemental)</p>
<p style="text-align: center;"><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1. Student performance will increase by 5%, as measured by the CAASSP, including LCAP specific student groups. 2. Student performance in ELA will increase by 5% as measured by District Common Assessments. 3. SLCUSD English Learners will meet or exceed annual measureable achievement objectives (AMAOs).		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Strengthen ELA classroom curriculum, instruction, and assessment practices aligned to Common Core and the SLCUSD Framework for Teaching.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary- \$465,000 (LCAP Supplemental)  1100: Certificated Salary - \$45,600 (Title II)  1130: Certificated Hourly - \$123,050 (General)  1130: Certificated Hourly - \$28,000 (LCAP Supplemental)  1160: Substitutes - \$27,500 (General)  1160: Substitutes - \$4,000 (LCAP Supplemental)  1930: Per Diem

			<p>Certificated - \$6,000 (General)</p> <p>4200: Books / Reference Materials / eBooks - \$70,000 (General)</p> <p>4300: Materials and Supplies - \$50,000 (General)</p> <p>5200: Conferences - \$26,000 (General)</p> <p>5200: Conferences - \$5,000 (Title II)</p> <p>5800: Consultant - \$27,000 (General)</p>
<p>Educate parents regarding SLCUSD ELA programs.</p>	<p>All elementary, districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, Preschool</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$3,000 (LCAP Supplemental)</p>

<p>Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1160: Substitutes - \$1,200 (LCAP Supplemental)  4300: Materials and Supplies - \$10,000 (General)  4300: Materials and Supplies - \$1,000 (LCAP Supplemental)  4400: Technology Devices - 6,000 (General)  5200: Conferences - \$1,500 (LCAP Supplemental)  5800: Consultant - \$53,100 (LCAP Supplemental)</p>
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<p>Strengthen ELD curriculum, instruction, and assessment practices aligned to ELA/ELD Framework and ELD Standards and the SLCUSD Framework for Teaching.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1100: Certificated Salary - \$483,739 (LCAP Supplemental)</p> <p>1100: Certificated Salary - \$19,648 (Title I)</p> <p>1100: Certificated Salary - \$70,000 (Title III)</p> <p>1130: Certificated Hourly - \$500 (LCAP Supplemental)</p> <p>1160: Substitutes - \$10,500 (LCAP Supplemental)</p> <p>2120: Instructional Aide Part Time - \$212,146 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$1,500 (LCAP Supplemental)</p>
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<b>GOAL:</b>	SLCUSD will provide student access to a world-class STEAM and CTE program.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local:  Focus 3
<b>Identified Need:</b>	Based on the shifts coming from California’s adoption of NGSS, SBAC expectations, and the skills and knowledge students need for 21st Century Skills and careers, as well as community priority gathered through LCAP feedback, we identified a need to emphasize STEAM and CTE.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All  Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Secondary students will engage in two NGSS-aligned units in the 2016-2017 school year.</li> <li>2. Develop a high school scope and sequence that addresses all standards and all students for NGSS and provides CTE connections.</li> <li>3. All students in grades 6, 7, and 8 at Los Osos Middle School will participate in the STEAM Program.</li> <li>4. All elementary students will engage in a FOSS NGSS learning module during the 2016-2017 school year.</li> <li>5. All students at Laguna Middle School will have the opportunity to participate in STEAM-aligned electives.</li> <li>6. Secondary students will have increased opportunities to participate in enhanced arts programs.</li> <li>7. High School students will complete comprehensive courses of study in a-g curriculum and career technical education (CTE)</li> <li>8. An increased proportion of high school students will have satisfactorily completed work-based learning experiences.</li> <li>9. An increased proportion of high school students will have earned industry-approved certificates and licenses as approved by business and industry.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Implement Next Generation Science Standards Plan.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless	1100: Certificated Salary - \$90,000 (General)  1130: Certificated

		<p>_ Other</p>	<p>Hourly - \$63,500 (General)</p> <p>1160: Substitutes - \$58,550 (General)</p> <p>4200: Books / Reference Materials / eBooks - 66,000 (General)</p> <p>4300: Materials and Supplies - \$3,800 (General)</p> <p>5200: Conferences - \$18,000 (General)</p> <p>5800: Consultant - \$11,000 (General)</p> <p>5800: Consultant - \$30,000 (General)</p>
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<p>Develop and begin implementation of NGSS-aligned lessons and units for secondary schools.</p>	<p>Secondary, districtwide  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$2,000 (General)  1160: Substitutes - \$9,000 (General)  4300: Materials and Supplies - \$15,000 (General)</p>
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<p>Develop and articulate model STEAM programs.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$30,000 (General)  1160: Substitutes - \$7,000 (General)  4300: Materials and Supplies - \$43,000 (General)  5200: Conferences - \$7,000 (General)  5200: Conferences - \$3,000 (CCPT ICT Grant)  5800: Consultant - \$11,000 (Title II)</p>
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<p>Enhance and modernize Elementary Arts programs.</p>	<p>All elementary, districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1130: Certificated Hourly - \$800 (General)</p> <p>4300: Materials and Supplies - \$30,000 (LCAP Supplemental)</p> <p>5200: Conferences - \$5,000 (General)</p>
<p>Create and develop effective CTE pathways.</p>	<p>All secondary</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1100: Certificated Salary - \$100,000 (SLOPE Grant)</p> <p>1130: Certificated Hourly - \$11,800 (Incentive Grant)</p> <p>1130: Certificated Hourly - \$1,200 (SLOPE Grant)</p> <p>1160: Substitutes - \$15,000 (Incentive Grant)</p> <p>1160: Substitutes - \$1,000 (SLOPE</p>

Grant)

4300: Materials  
and Supplies -  
\$1,000  
(Incentive  
Grant)

4400:  
Technology  
Devices -  
\$70,000  
(SLOPE Grant)

4400:  
Equipment -  
\$100,000  
(Incentive  
Grant)

5200:  
Conferences -  
\$100,000  
(LCAP  
Supplemental)

5200:  
Conferences -  
\$18,000  
(Incentive  
Grant)

5200:  
Conferences -  
\$12,000  
(SLOPE Grant)

5800:  
Consultant -  
\$22,000  
(General)

5800:  
Consultant -

			\$5,000 (SLOPE Grant)
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Secondary students will engage in four NGSS-aligned units</li> <li>2. All elementary students will engage in two FOSS NGSS learning modules during the 2017-2018 school year.</li> <li>3. All students in grades 6, 7, and 8 at Los Osos Middle School will participate in the STEAM Program.</li> <li>4. All students at Laguna Middle School will have the opportunity to participate in STEAM-aligned electives.</li> <li>5. Secondary students will have increased opportunities to participate in enhanced arts programs.</li> <li>6. Secondary students will have increased opportunities in enhanced elective programs.</li> <li>7. High school students will have increased opportunities in modernized CTE pathways.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Implement Next Generation Science Standards Plan.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$90,000 (General)  1130: Certificated Hourly - \$63,500 (General)  1160: Substitutes - \$58,550 (General)  4200: Books / Reference Materials / eBooks - 66,000 (General)  4300: Materials and Supplies - \$3,800 (General)  5200: Conferences - \$18,000 (General)  5800: Consultant - \$30,000 (Title II)</p>
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<p>Develop and begin implementation of NGSS-aligned lessons and units for secondary schools.</p>	<p>All secondary, districtwide Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$2,000 (General) 1160: Substitutes - \$9,000 (General) 4300: Materials and Supplies - \$30,000 (General)</p>
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<p>Develop and articulate model STEAM programs.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$30,000 (General)  1160: Substitutes - \$7,000 (General)  4300: Materials and Supplies - \$43,000 (General)  5200: Conferences - \$7,000 (General)  5200: Conferences - \$3,000 (CCPT ICT Grant)  5800: Consultant - \$11,000 (Title II)</p>
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<p>Enhance and modernize Elementary Arts programs.</p>	<p>All elementary, districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$800 (General)  4300: Materials and Supplies - \$30,000 (LCAP Supplemental)  5200: Conferences - \$5,000 (General)</p>
<p>Create and develop effective CTE pathways.</p>	<p>All secondary, districtwide  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$100,000 (SLOPE Grant)  1130: Certificated Hourly - \$11,800 (Incentive Grant)  1130: Certificated Hourly - \$1,200 (SLOPE Grant)  1160: Substitutes - \$15,000 (Incentive Grant)  1160: Substitutes - \$1,000 (SLOPE</p>

			Grant)
			4300: Materials and Supplies - \$1,000 (Incentive Grant)
			4400: Technology Devices - \$70,000 (SLOPE Grant)
			4400: Equipment - \$300,000 (Incentive Grant)
			5200: Conferences - \$100,000 (LCAP Supplemental)
			5200: Conferences - \$18,000 (Incentive Grant)
			5200: Conferences - \$12,000 (SLOPE Grant)
			5800: Consultant - \$22,000 (General)
			5800: Consultant -

				\$5,000 (SLOPE Grant)
<b>LCAP Year 3</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Secondary students will engage in all NGSS-aligned units</li> <li>2. All elementary students will engage in three FOSS NGSS learning modules during the 2018-2019 school year.</li> <li>3. All students in grades 6, 7, and 8 at Los Osos Middle School will participate in the STEAM Program.</li> <li>4. All students at Laguna Middle School will have the opportunity to participate in STEAM-aligned electives.</li> <li>5. Secondary students will have increased opportunities to participate in enhanced arts programs.</li> <li>6. Secondary students will have increased opportunities in enhanced elective programs.</li> <li>7. High school students will have increased opportunities in modernized CTE pathways.</li> </ol>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>

<p>Implement Next Generation Science Standards Plan.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$90,000 (General)  1130: Certificated Hourly - \$63,500 (General)  1160: Substitutes - \$58,550 (General)  4200: Books / Reference Materials / eBooks - 66,000 (General)  4300: Materials and Supplies - \$3,800 (General)  5200: Conferences - \$18,000 (General)  5800: Consultant - \$30,000 (Title II)</p>
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<p>Develop and begin implementation of NGSS-aligned lessons and units for secondary schools.</p>	<p>All secondary, districtwide Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$2,000 (General) 1160: Substitutes - \$9,000 (General) 4300: Materials and Supplies - \$30,000 (General)</p>
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<p>Develop and articulate model STEAM programs.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$30,000 (General)  1160: Substitutes - \$7,000 (General)  4300: Materials and Supplies - \$43,000 (General)  5200: Conferences - \$7,000 (General)  5200: Conferences - \$3,000 (CCPT ICT Grant)  5800: Consultant - \$11,000 (Title II)</p>
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<p>Enhance and modernize Elementary Arts programs.</p>	<p>All elementary, districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$800 (General)  4300: Materials and Supplies - \$30,000 (LCAP Supplemental)  5200: Conferences - \$5,000 (General)</p>
<p>Create and develop effective CTE pathways.</p>	<p>All secondary, districtwide  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$100,000 (SLOPE Grant)  1130: Certificated Hourly - \$11,800 (Incentive Grant)  1130: Certificated Hourly - \$1,200 (SLOPE Grant)  1160: Substitutes - \$15,000 (Incentive Grant)  1160: Substitutes - \$1,000 (SLOPE</p>

			Grant)
			4300: Materials and Supplies - \$1,000 (Incentive Grant)
			4400: Technology Devices - \$70,000 (SLOPE Grant)
			4400: Equipment - \$200,000 (Incentive Grant)
			5200: Conferences - \$100,000 (LCAP Supplemental)
			5200: Conferences - \$18,000 (Incentive Grant)
			5200: Conferences - \$12,000 (SLOPE Grant)
			5800: Consultant - \$22,000 (General)
			5800: Consultant -

			\$5,000 (SLOPE Grant)
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<b>GOAL:</b>	SLCUSD will create an intentional culture of care, intervention, and support for all students.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 _8 Local: Focus 4
<b>Identified Need:</b>	<p>California Healthy Kids Survey results indicated that school connectedness and academic motivation increased by 9% for our 7th graders, 5% for our 8th graders, and 5% for our 9th graders.</p> <p>Suspensions were reduced this year by over 40%, primarily due to the implementation of a new "alternative means of correcton" program at San Luis High School.</p> <p>We are up by one expulsion for the 2015-2016 school year. However, our expulsions are still less than 0.02% of the toatl school population.</p> <p>Average Daily Attendance (ADA) through March 24, 2016 is at 95.01%</p> <p>Chronic absenteeism through March 24,2016 is at 19.16%.</p> <p>Truancy rate through March 24, 2016 is at 26.53%.</p> <p>Final truancy, chronic absenteeism and ADA data will be available after June 16,2016. At that time, data will be re-examined to pinpoint specific school and student needs for the 2016-2017 school year.</p> <p>As middle school and high school dropout rates are released by the state, specific site needs will be re-examined.</p> <p>Ongoing monitoring of student attendance, chronic absences, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools.</p>	
<b>Goal Applies to:</b>	<b>Schools:</b> All <b>Grades:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. The results for each of the 5 questions regarding safety and respect on the SLCUSD elementary parent survey will indicate that 90% or parents agree or strongly agree to positive statements regarding their school.</li> <li>2. 100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/education activities.</li> <li>3. Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation" by 3% for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</li> <li>4. Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</li> <li>5. District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.</li> <li>6. Attendance data will indicate a decrease in the number of truant students by 3%, a decrease in chronic absenteeism by 2%, while also indicating an increase in the percentage of students attending daily by .5%.</li> <li>7. Suspension data will indicate more equity in our suspension practices while also indicating a decrease in the total number of out of school suspensions by 5%.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Enhance Counseling Model to ensure support for families and students in need, while increasing connections with community-based organizations.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1900: Program Specialist - \$90,000 (LCAP Supplemental)  1200: Classified Pupil Support - \$10,000 (LCAP Supplemental)  4300: Materials and Supplies - \$1,500 (LCAP Supplemental)  5800: Consultant - \$138,000 (LCAP Supplemental)  5800: Consultant - \$45,000 (MediCal)  5800: Consultant - \$75,000 (Homeless Grant MediCal)</p>
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<p>Provide professional development and on-site coaching to enhance instruction, paraeducator support and curriculum in Special Education classes.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$3,250 (General)  1160: Substitutes - \$5,000 (LCAP Supplemental)  2100: Classified Instructional Aide Full Time - \$7,000 (LCAP Supplemental)  2120: Classified Instructional Aide Part Time - \$8,250 (LCAP Supplemental)  4300: Materials and Supplies - \$400 (LCAP Supplemental)  5200: Conferences - \$6,500 (General)</p>
<p>Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)</p>

		<p>English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental)</p> <p>1130: Certificated Hourly - \$1,000 (Title III)</p> <p>3604: Translation - \$22,000 (LCAP Supplemental)</p> <p>4200: Books / Reference Materials / eBooks - \$5,000 (Title III)</p> <p>4300: Materials and Supplies - \$7,000 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$2,000 (Title III)</p> <p>5200: Conferences - \$10,000 (Title III)</p> <p>5713: Transportation - \$40,000 (LCAP Supplemental)</p> <p>5800: Consultant - \$5,000 (Title III)</p>
<p>Strengthen early connection to families and identification of students needing support prior to enrollment in</p>	<p>All elementary,</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska</p>	<p>1100: Certificated</p>



Kindergarten.

districtwide

Grades: TK,  
Preschool

Native \_ Hispanic or Latino \_ Two or More  
Races X Low Income Pupils \_ Redesignated fluent  
English proficient \_ Asian \_ Native Hawaiian or  
Pacific Islander X English Learners \_ Black or  
African American \_ Filipino \_ White \_ Students  
with Disabilities X Homeless  
\_ Other

Salary -  
\$300,000  
(LCAP  
Supplemental)  
  
1130:  
Certificated  
Hourly - \$1,000  
(General)  
  
1160:  
Substitutes -  
\$4,000 (LCAP  
Supplemental)  
  
1310: Adult  
School  
Coordinator  
Salary -  
\$16,000 (LCAP  
Supplemental)  
  
2120: Classified  
Instructional  
Aide Part Time -  
\$158,000  
(LCAP  
Supplemental)  
  
3604:  
Translation -  
\$1,000 (LCAP  
Supplemental)  
  
4300: Materials  
and Supplies -  
\$3,500 (LCAP  
Supplemental)  
  
5800:  
Consultant -  
Supplemental)  
  
5894: Licenses

			- \$2,500 (LCAP Supplemental)
<p>Strengthen a district-wide Multi-Tiered System of Support for meeting students' individual needs in academic and social/emotional areas.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1100: Certificated Salary - \$100,000 (LCAP Supplemental)  1130: Certificated Hourly - \$107,000 (LCAP Supplemental)  2230: Classified Hourly - \$81,500 (LCAP Supplemental)  4355: Software - \$13,000 (LCAP Supplemental)  5200: Conferences - \$19,000 (LCAP Supplemental)  5713: Transportation - \$39,700 (LCAP Supplemental)</p>

<p>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</p>	<p>All, districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$40,000 (LCAP Supplemental)  4300: Materials and Supplies - \$10,000 (LCAP Supplemental)  5200: Conferences - \$20,000 (LCAP Supplemental)  5896: Fees - \$17,000 (LCAP Supplemental)</p>
<p>Strengthen cultural proficiency in the organization and learning environment.</p>	<p>All, districtwide Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other</p>	<p>5800: Consultant - \$3,000 (LCAP Supplemental)</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. The results for each of the 5 questions regarding safety and respect on the SLCUSD elementary parent survey will indicate that 90% or parents agree or strongly agree to positive statements regarding their school.</li> <li>2. 100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/education activities.</li> <li>3. Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation" by 3% for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</li> <li>4. Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</li> <li>5. District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.</li> <li>6. Attendance data will indicate a decrease in the number of truant students by 3%, a decrease in chronic absenteeism by 2%, while also indicating an increase in the percentage of students attending daily by .5%.</li> <li>7. Suspension data will indicate more equity in our suspension practices while also indicating a decrease in the total number of out of school suspensions by 5%.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Enhance Counseling Model to ensure support for families and students in need, while increasing connections with community-based organizations.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1900: Program Specialist - \$90,000 (LCAP Supplemental)  1200: Classified Pupil Support - \$10,000 (LCAP Supplemental)  4300: Materials and Supplies - \$1,500 (LCAP Supplemental)  5800: Consultant - \$138,000 (LCAP Supplemental)  5800: Consultant - \$45,000 (MediCal)  5800: Consultant - \$75,000 (Homeless Grant MediCal)</p>
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<p>Provide professional development and on-site coaching to enhance instruction, paraeducator support and curriculum in Special Education classes.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$3,250 (General)  1160: Substitutes - \$5,000 (LCAP Supplemental)  2100: Classified Instructional Aide Full Time - \$7,000 (LCAP Supplemental)  2120: Classified Instructional Aide Part Time - \$8,250 (LCAP Supplemental)  4300: Materials and Supplies - \$400 (LCAP Supplemental)  5200: Conferences - \$6,500 (General)</p>
<p>Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP</p>

		<p>English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental)</p> <p>1130: Certificated Hourly - \$1,000 (Title III)</p> <p>3604: Translation - \$22,000 (LCAP Supplemental)</p> <p>4200: Books / Reference Materials / eBooks - \$5,000 (Title III)</p> <p>4300: Materials and Supplies - \$7,000 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$2,000 (Title III)</p> <p>5200: Conferences - \$10,000 (Title III)</p> <p>5713: Transportation - \$40,000 (LCAP Supplemental)</p> <p>5800: Consultant - \$5,000 (Title III)</p>
<p>Strengthen early connection to families and identification of students needing support prior to enrollment in</p>	<p>All elementary,</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska</p>	<p>1100: Certificated</p>

Kindergarten.

districtwide  
Grades: TK,  
Preschool

Native \_ Hispanic or Latino \_ Two or More  
Races X Low Income Pupils \_ Redesignated fluent  
English proficient \_ Asian \_ Native Hawaiian or  
Pacific Islander X English Learners \_ Black or  
African American \_ Filipino \_ White \_ Students  
with Disabilities X Homeless  
\_ Other

Salary -  
\$300,000  
(LCAP  
Supplemental)  
  
1130:  
Certificated  
Hourly - \$1,000  
(General)  
  
1160:  
Substitutes -  
\$4,000 (LCAP  
Supplemental)  
  
1310: Adult  
School  
Coordinator  
Salary -  
\$16,000 (LCAP  
Supplemental)  
  
2120: Classified  
Instructional  
Aide Part Time -  
\$158,000  
(LCAP  
Supplemental)  
  
3604:  
Translation -  
\$1,000 (LCAP  
Supplemental)  
  
4300: Materials  
and Supplies -  
\$3,500 (LCAP  
Supplemental)  
  
5800:  
Consultant -  
\$12,500 (LCAP  
Supplemental)



			5894: Licenses - \$2,500 (LCAP Supplemental)
Strengthen a district-wide Multi-Tiered System of Support for meeting students' individual needs in academic and social/emotional areas.	All, districtwide  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	1100: Certificated Salary - \$100,000 (LCAP Supplemental)  1130: Certificated Hourly - \$107,000 (LCAP Supplemental)  2230: Classified Hourly - \$81,500 (LCAP Supplemental)  4355: Software - \$13,000 (LCAP Supplemental)  5200: Conferences - \$19,000 (LCAP Supplemental)  5713: Transportation - \$39,700 (LCAP Supplemental)

<p>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</p>	<p>All, districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$40,000 (LCAP Supplemental)  4300: Materials and Supplies - \$10,000 (LCAP Supplemental)  5200: Conferences - \$20,000 (LCAP Supplemental)  5896: Fees - \$17,000 (LCAP Supplemental)</p>
<p>Strengthen cultural proficiency in the organization and learning environment.</p>	<p>All, districtwide Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other</p>	<p>5800: Consultant - \$3,000 (LCAP Supplemental)</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. The results for each of the 5 questions regarding safety and respect on the SLCUSD elementary parent survey will indicate that 90% or parents agree or strongly agree to positive statements regarding their school.</li> <li>2. 100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/education activities.</li> <li>3. Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation" by 3% for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</li> <li>4. Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</li> <li>5. District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.</li> <li>6. Attendance data will indicate a decrease in the number of truant students by 3%, a decrease in chronic absenteeism by 2%, while also indicating an increase in the percentage of students attending daily by .5%.</li> <li>7. Suspension data will indicate more equity in our suspension practices while also indicating a decrease in the total number of out of school suspensions by 5%.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>Enhance Counseling Model to ensure support for families and students in need, while increasing connections with community-based organizations.</p>	<p>All, districtwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1900: Program Specialist - \$90,000 (LCAP Supplemental)  1200: Classified Pupil Support - \$10,000 (LCAP Supplemental)  4300: Materials and Supplies - \$1,500 (LCAP Supplemental)  5800: Consultant - \$138,000 (LCAP Supplemental)  5800: Consultant - \$45,000 (MediCal)  5800: Consultant - \$75,000 (Homeless Grant MediCal)</p>
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<p>Provide professional development and on-site coaching to enhance instruction, paraeducator support and curriculum in Special Education classes.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)  1160: Substitutes - \$3,250 (General)  1160: Substitutes - \$5,000 (LCAP Supplemental)  2100: Classified Instructional Aide Full Time - \$7,000 (LCAP Supplemental)  2120: Classified Instructional Aide Part Time - \$8,250 (LCAP Supplemental)  4300: Materials and Supplies - \$400 (LCAP Supplemental)  5200: Conferences - \$6,500 (General)</p>
<p>Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.</p>	<p>All, districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent</p>	<p>1130: Certificated Hourly - \$5,000 (LCAP Supplemental)</p>

		<p>English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental)</p> <p>1130: Certificated Hourly - \$1,000 (Title III)</p> <p>3604: Translation - \$22,000 (LCAP Supplemental)</p> <p>4200: Books / Reference Materials / eBooks - \$5,000 (Title III)</p> <p>4300: Materials and Supplies - \$7,000 (LCAP Supplemental)</p> <p>4300: Materials and Supplies - \$2,000 (Title III)</p> <p>5200: Conferences - \$10,000 (Title III)</p> <p>5713: Transportation - \$40,000 (LCAP Supplemental)</p> <p>5800: Consultant - \$5,000 (Title III)</p>
<p>Strengthen early connection to families and identification of students needing support prior to enrollment in</p>	<p>All elementary,</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska</p>	<p>1100: Certificated</p>

Kindergarten.

districtwide  
Grades: TK,  
Preschool

Native \_ Hispanic or Latino \_ Two or More  
Races X Low Income Pupils \_ Redesignated fluent  
English proficient \_ Asian \_ Native Hawaiian or  
Pacific Islander X English Learners \_ Black or  
African American \_ Filipino \_ White \_ Students  
with Disabilities X Homeless  
\_ Other

Salary -  
\$300,000  
(LCAP  
Supplemental)

1130:  
Certificated  
Hourly - \$1,000  
(General)

1160:  
Substitutes -  
\$4,000 (LCAP  
Supplemental)

1310: Adult  
School  
Coordinator  
Salary -  
\$16,000 (LCAP  
Supplemental)

2120: Classified  
Instructional  
Aide Part Time -  
\$158,000  
(LCAP  
Supplemental)

3604:  
Translation -  
\$1,000 (LCAP  
Supplemental)

4300: Materials  
and Supplies -  
\$3,500 (LCAP  
Supplemental)

5800:  
Consultant -  
\$12,500 (LCAP  
Supplemental)

			5894: Licenses - \$2,500 (LCAP Supplemental)
Strengthen a district-wide Multi-Tiered System of Support for meeting students' individual needs in academic and social/emotional areas.	All, districtwide  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	1100: Certificated Hourly - \$100,000 (LCAP Supplemental)  1130: Certificated Hourly - \$107,000 (LCAP Supplemental)  2230: Classified Hourly - \$81,500 (LCAP Supplemental)  4355: Software - \$13,000 (LCAP Supplemental)  5200: Conferences - \$19,000 (LCAP Supplemental)  5713: Transportation - \$39,700 (LCAP Supplemental)



<p>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</p>	<p>All, districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$40,000 (LCAP Supplemental)  4300: Materials and Supplies - \$10,000 (LCAP Supplemental)  5200: Conferences - \$20,000 (LCAP Supplemental)  5896: Fees - \$17,000 (LCAP Supplemental)</p>
<p>Strengthen cultural proficiency in the organization and learning environment.</p>	<p>All, districtwide Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other</p>	<p>5800: Consultant - \$3,000 (LCAP Supplemental)</p>

<b>GOAL:</b>	SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and to prepare for college and career readiness.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: Focus 5				
<b>Identified Need:</b>	Stakeholder input identified a need to expand technology and promote innovation, including personalized learning. Parents and teachers expressed desire for more devices in the classrooms. Teachers and principals expressed a need for continued ongoing professional development on how to use technology to impact instruction. 13 out of 15 schools have wifi access which increases the need for devices and engaging ways to utilize technology. Although the number of students having access to model technology classrooms has grown, there is still a need to increase student access in upper elementary and secondary.						
<b>Goal Applies to:</b>	<b>Schools:</b>	All					
		Grades: All					
	<b>Applicable Pupil Subgroups:</b>	All					
<b>LCAP Year 1</b>							
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>The number of students who have access to model classrooms will increase by 5%.</li> <li>The number of students who demonstrate academic gains in reading as measured by MyOn personalized independent reading program will increase by 5%. Baseline data will be established for first year implementation schools.</li> <li>Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.</li> </ol>						
	<b>Actions/Services</b>	<b>Scope of Service</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1236 1014 1686 1096">Pupils to be served within identified scope of service</th> <th data-bbox="1686 1014 1887 1096">Budgeted Expenditures</th> </tr> </thead> <tbody> <tr> <td data-bbox="1236 1096 1686 1442">                     X All                      -----                      _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                      _ Other                 </td> <td data-bbox="1686 1096 1887 1442">                     1100:                      Certificated Salary - \$100,000 (General)                       1100:                      Certificated Salary - \$30,000 (LCAP)                 </td> </tr> </tbody> </table>	Pupils to be served within identified scope of service	Budgeted Expenditures	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$100,000 (General)  1100: Certificated Salary - \$30,000 (LCAP)
Pupils to be served within identified scope of service	Budgeted Expenditures						
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$100,000 (General)  1100: Certificated Salary - \$30,000 (LCAP)						
Develop visionary leadership teams that model best practices in the area of technology and innovation.	All, districtwide  Grades: All						

		Supplemental)
		1130: Certificated Hourly - \$56,000 (General)
		1160: Substitutes - \$4,000 (General)
		2100: Classified Instructional Aide Full Time - \$55,000 (LCAP Supplemental)
		2120: Classified Instructional Aide Part Time - \$68,257 (LCAP Supplemental)
		4300: Materials and Supplies - \$15,000 (LCAP Supplemental)
		5200: Conferences - \$8,000 (General)

<p>Modernize and improve classroom instruction to match current college and industry standards.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$450,000 (General)  5200: Conferences - \$2,000 (General)</p>
<p>Develop an understanding and incorporate digital literacy skills.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$300 (General)  3604: Translation - \$100 (General)  4200: Books / Reference Materials / eBooks - \$200 (General)  5800: Consultant - \$2,000 (General)  5894: Licenses - \$2,000 (General)</p>

<p>Research and implement online and personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4200: Books / Reference Materials / eBooks - \$5,500 (LCAP Supplemental)  4300: Materials and Supplies - \$15,000 (LCAP Supplemental)  5800: Consultant - \$49,500 (General)  5896: Fees - \$34,000 (LCAP Supplemental)</p>
<p>Increase and improve communication through technology.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$1,650 (General)  5800: Consultant - \$18,000 (General)  4400: Technology Devices - \$6,200 (General)</p>

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The number of students who have access to model classrooms will increase by 5%.</li> <li>2. The number of students who demonstrate academic gains in reading as measured by MyOn personalized independent reading program will increase by 5%.</li> <li>3. Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Develop visionary leadership teams that model best practices in the area of technology and innovation.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$100,000 (General)  1100: Certificated Salary - \$30,000 (LCAP Supplemental)  1130: Certificated Hourly - \$56,000 (General)  1160: Substitutes - \$4,000 (General)  2100: Classified Instructional Aide Full Time - \$55,000 (LCAP Supplemental)  2120: Classified Instructional Aide Part Time - \$68,257 (LCAP Supplemental)  4300: Materials

			and Supplies - \$15,000 (LCAP Supplemental)  5200: Conferences - \$8,000 (General)
Modernize and improve classroom instruction to match current college and industry standards.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4300: Materials and Supplies - \$500,000 (General)  5200: Conferences - \$2,000 (General)

<p>Develop an understanding and incorporate digital literacy skills.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$300 (General)  3604: Translation - \$100 (General)  4200: Books / Reference Materials / eBooks - \$200 (General)  5800: Consultant - \$2,000 (General)  5894: Licenses - \$2,000 (General)</p>
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<p>Research and implement online and personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4200: Books / Reference Materials / eBooks - \$10,000 (LCAP Supplemental)  4300: Materials and Supplies - \$15,000 (LCAP Supplemental)  5800: Consultant - \$49,500 (General)  5896: Fees - \$34,000 (LCAP Supplemental)</p>
<p>Increase and improve communication through technology.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$1,650 (General)  5800: Consultant - \$20,000 (General)  4400: Technology Devices - \$6,200 (General)</p>

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. The number of students who have access to model classrooms will increase by 5%.</li> <li>2. The number of students who demonstrate academic gains in reading as measured by MyOn personalized independent reading program will increase by 5%.</li> <li>3. Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Develop visionary leadership teams that model best practices in the area of technology and innovation.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$100,000 (General)  1100: Certificated Salary - \$30,000 (LCAP Supplemental)  1130: Certificated Hourly - \$56,000 (General)  1160: Substitutes - \$4,000 (General)  2100: Classified Instructional Aide Full Time - \$55,000 (LCAP Supplemental)  2120: Classified Instructional Aide Part Time - \$68,257 (LCAP Supplemental)  4300: Materials</p>

			<p>and Supplies - \$15,000 (LCAP Supplemental)</p> <p>5200: Conferences - \$8,000 (General)</p>
<p>Modernize and improve classroom instruction to match current college and industry standards.</p>	<p>All, districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>4300: Materials and Supplies - \$520,000 (General)</p> <p>5200: Conferences - \$2,000 (General)</p>

<p>Develop an understanding and incorporate digital literacy skills.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1130: Certificated Hourly - \$300 (General)  3604: Translation - \$100 (General)  4200: Books / Reference Materials / eBooks - \$200 (General)  5800: Consultant - \$2,000 (General)  5894: Licenses - \$2,000 (General)</p>
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<p>Research and implement online and personalized learning opportunities.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4200: Books / Reference Materials / eBooks - \$10,000 (LCAP Supplemental)  4300: Materials and Supplies - \$15,000 (LCAP Supplemental)  5800: Consultant - \$49,500 (General)  5896: Fees - \$34,000 (LCAP Supplemental)</p>
<p>Increase and improve communication through technology.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4300: Materials and Supplies - \$1,650 (General)  5800: Consultant - \$20,000 (General)  4400: Technology Devices - \$6,200 (General)</p>

<b>GOAL:</b>	SLCUSD will strengthen data use to improve academic achievement.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: Focus 6
<b>Identified Need:</b>	<p>SLCUSD has identified the need for more precise data related to CCSS and SBAC in order to target instruction.</p> <p>Parent and teacher feedback on elementary standards-based report card identified the need to continue to identify and develop assessments, rubrics, benchmarks, and exemplars, and develop parent and teacher support materials.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. SLCUSD will increase the number of students satisfying the University of California/California State University (UC/CSU) minimum A-G requirements for college admission by 2%.</li> <li>2. SLCUSD will outperform the state and county percentage of students satisfying a-g requirements.</li> <li>3. SLCUSD student pass rates on AP exams will increase by 2% from 81% to 83%.</li> <li>4. Student enrollment in AP courses will increase by 2%, from 38% to 40%.</li> <li>5. All elementary students will be evaluated using a standards-based report card or modified standards-based report card.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Improve instructional practices utilizing the SLCUSD-adopted Teacher Evaluation process.	All, districtwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	5800: Contract-\$34,100 (Title II)
Utilize student data for progress monitoring in a data cycle with focus on identified student groups.	All, districtwide	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska	1100: Certificated

Grades: All	Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Salary - \$150,000 (LCAP Supplemental) 1130: Certificated Hourly - \$32,100 (General) 1160: Substitutes - \$35,500 (General) 1160: Substitutes - \$17,300 (LCAP Supplemental) 1160: Substitutes - \$2,000 (Title II) 4200: Books / Reference Materials / eBooks - \$4,200 (LCAP Supplemental) 4300: Materials and Supplies - \$18,000 (General) 5200: Conferences - \$3,000 (General) 5894: Licenses - \$41,500
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		(General)  5894: Licenses - \$18,000 (LCAP Supplemental)
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**LCAP Year 2**

<b>Expected Annual Measurable Outcomes:</b>	1. SLCUSD will increase the number of students satisfying the University of California/California State University (UC/CSU) minimum A-G requirements for college admission by 2%. 2. SLCUSD will outperform the state and county percentage of students satisfying a-g requirements. 3. SLCUSD student pass rates on AP exams will increase by 2%. 4. 4. Student enrollment in AP courses will increase by 2%. 5. All elementary students will be evaluated using a standards-based report card or modified standards-based report card.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve instructional practices utilizing the SLCUSD adopted Teacher Evaluation process.	All, districtwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5800: Contract-\$34,100 (Title II)
Utilize student data for progress monitoring in a data cycle with focus on identified student groups.	All, districtwide  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100: Certificated Salary - \$150,000 (LCAP Supplemental)  1130: Certificated Hourly - \$32,100 (General)



			1160: Substitutes - \$35,500 (General)
			1160: Substitutes - \$17,300 (LCAP Supplemental)
			1160: Substitutes - \$2,000 (Title II)
			4200: Books / Reference Materials / eBooks - \$4,200 (LCAP Supplemental)
			4300: Materials and Supplies - \$18,000 (General)
			5200: Conferences - \$3,000 (General)
			5894: Licenses - \$41,500 (General)
			5894: Licenses - \$18,000 (LCAP Supplemental)

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>SLCUSD will increase the number of students satisfying the University of California/California State University (UC/CSU) minimum A-G requirements for college admission by 2%.</li> <li>SLCUSD will outperform the state and county percentage of students satisfying a-g requirements.</li> <li>SLCUSD student pass rates on AP exams will increase by 2%.</li> <li>Student enrollment in AP courses will increase by 2%.</li> <li>All elementary students will be evaluated using a standards-based report card or modified standards-based report card.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Improve instructional practices utilizing the SLCUSD adopted Teacher Evaluation process.</p>	<p>All, districtwide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5800: Contract-\$34,100 (Title II)</p>
<p>Utilize student data for progress monitoring in a data cycle with focus on identified student groups.</p>	<p>All, districtwide  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1100: Certificated Salary - \$150,000 (LCAP Supplemental)  1130: Certificated Hourly - \$32,100 (General)  1160: Substitutes - \$35,500 (General)  1160: Substitutes - \$17,300 (LCAP Supplemental)</p>



**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<b>Original Goal from prior year LCAP:</b>	SLCUSD students will achieve substantial academic gains in Mathematics.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Student performance in mathematics will increase by 5% as measured by the CAASSP.</p> <p>Student performance in mathematics will increase by 5% within the conditional and ready categories combined as measured by EAP.</p> <p>Student performance in mathematics will increase by 5% as measured by district common assessments (6th-Algebra II SVMl Performance Tasks) for all students and significant subgroups.</p> <p>A baseline for student performance in mathematics will be established based on newly adopted curriculum K-5.</p> <p>100% of students will have access to CCSS-aligned instructional materials.</p> <p>Instruction based on CCSS will be implemented for 100% of students including all ELs.</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Student performance in mathematics as measured by the CAASSP indicated the following:</p> <ul style="list-style-type: none"> <li>• 50% of all students met or exceeded standard</li> <li>• 27% of socio-economically disadvantaged students met or exceeded standard</li> <li>• 10% of English learners met or exceeded standard</li> <li>• 35% of reclassified English proficient students met or exceeded standard</li> </ul> <p>Student performance in mathematics increased to 63% of students within the conditional and ready categories combined as measured by EAP.</p> <p>Student performance in secondary mathematics increased as measured by district common assessments for all students (27% to 36%) and significant subgroups (SED 18% to 26% and RFEP 19% to 27%).</p> <p>Results indicate that 55% of the students in grades K-5 met 1st trimester expectations in mathematics as measured by the 1st trimester benchmark assessment. This will serve as a baseline to measure future growth.</p> <p>100% of students had access to CCSS-aligned instructional materials.</p> <p>Instruction based on CCSS was implemented for 100% of students, including all ELs.</p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Provide professional development, modeling, and on-site	5800: Consult	Two full-time Math TOSAs facilitated and/or provided	We anticipate

coaching and assistance with lesson development aligned by SLCUSD Framework for Teaching (2.0 Math TOSAs, consultant, 20 math support teachers, professional development, substitute time, books, materials)

ant contract - \$25,000 (Title I)

1900: Salary and benefits - \$200,000 (LCAP Supplemental)

1130: Hourly certificated - \$77,945 (General)

1160: Substitutes - \$12,900 (General)

4300: Books, materials and supplies - \$29,750

5200: Conferences - \$17,400

the following professional development:

- Bridges Math Program professional development make-up day for K-2 teachers
- Two half-days of grade specific professional development for K-5 teachers lead by math consultant followed by half-day planning time
- Twenty elementary math support teachers met five times with Math TOSA to support math professional development and support at school sites
- Professional development on CPM+
- Professional development on CPM unit development
- Two days of professional development for Special Education teachers in using Bridges Intervention materials

spending all budgeted expenditures.

5800: K-5 Consultant - \$25,000 (Title I)

1900: .5 FTE PreK-6 Math Instructional Coach/TOSA - \$50,000 (LCAP Supplemental)

1900: 1.5 FTE 7-12 Math Instructional Coach/TOSA - \$150,000 (LCAP Supplemental)

1130: 20 Elementary Math Support Teachers (hourly) - \$44,245 (General)

1160: Substitutes - \$12,900 (General)

4300: Books, materials, and supplies \$29,750

5200: Conferences -

					\$17,400
<b>Scope of service:</b>	All, districtwide  Grades: All		<b>Scope of service:</b>	<ol style="list-style-type: none"> <li>All K-6 and secondary mathematics teachers were included in professional development offerings</li> <li>All Special Education teachers were included in two professional development offerings.</li> </ol> Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide professional development for mathematics teachers in integrated ELD with a focus on developing mathematical discourse practices		No additional cost (LCAP Supplemental )	Professional development was provided for all elementary teachers and secondary math teachers that included integrated ELD with a focus on developing mathematical discourse practices.		No additional costs were used to provide these professional development days. They were scheduled on paid teacher professional development days so no substitutes were needed.
<b>Scope of service:</b>	Secondary Math Teachers, schoolwide  Grades: 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	<ul style="list-style-type: none"> <li>All elementary teachers</li> <li>All secondary math teachers</li> </ul> Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Educate parents regarding CCSS Mathematics implementation and pathways through parent nights and handouts.		5800: Consultant - \$1,500 (General)  4300: Materials - \$4,500 (General)	SLCUSD provided the following parent education regarding CCSS Mathematics implementation: <ul style="list-style-type: none"> <li>• Grade level math expectations at elementary Back To School Nights</li> <li>• Family Math Nights at all elementary schools</li> <li>• Parent Math Information Nights - at Laguna Middle School and Los Osos Middle School</li> </ul>	We did not spend all budgeted expenditures.  5800: Consultant Cost - \$0 - (We did not require a consultant)  5716: Copying Costs - \$5,000 (General)
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All elementary and middle schools provided parent education site events.   Grades: All



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Teachers will develop and refine Common Core-aligned math units in order to strengthen units with 21st Century instruction and STEAM</p>	<p>1130: Certificated hourly and benefits - \$22,000 (General)</p> <p>4300: Materials - \$2,000 (General)</p>	<p>Developed and refined the following Common Core aligned math units:</p> <ul style="list-style-type: none"> <li>• CPM+ 6th-8th grade</li> <li>• Algebra I</li> <li>• Algebra II</li> <li>• Geometry</li> </ul> <p>Purchased books and resources to support classroom strategy development.</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1130: Certificated hourly and benefits \$22,000 (General)</p> <p>5716: Copy costs - \$2,000 (General)</p> <p>4300: Books/Materials /Manipulatives for PD - \$3,000 (LCAP Supplemental)</p> <p>4300: Books/materials /manipulatives for model lessons - \$1,000 (General)</p>

<p><b>Scope of service:</b></p>	<p>All, districtwide Grades: All</p>		<p>Scope of service:</p>	<p>All secondary Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Pilot and implement programs that align with CCSS (Bridges K-5, CPM 6-8, etc.)</p>		<p>1130: Certificated hourly and benefits - \$97,900 (General) 1160: Substitutes - \$47,790 (General) 4300: materials - \$30,000 (General)</p>	<p>Implemented 3-5 Bridges Mathematics Program with the following support for teachers:</p> <ul style="list-style-type: none"> <li>• Two days of summer training</li> <li>• One day make-up training</li> <li>• Bridges after-school workshops</li> <li>• Materials and copying</li> </ul> <p>Strengthened K-5 Bridges Mathematics Program implementation with two days of model lesson/planning sessions.</p> <p>Purchased supplemental Bridges materials for K-2 teachers to support implementation</p> <p>Piloted CPM Math Program in 6th-8th grade with the following support:</p> <ul style="list-style-type: none"> <li>• Four days Summer training</li> <li>• Three days ongoing training</li> </ul>	<p>We anticipate spending all budgeted expenditures:</p> <p>1130: Certificated hourly and benefits - \$97,900 (General) 1160: Substitutes - \$47,790 (General) 4300: materials - \$30,000 (General)</p>	

<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>K-5 CCSS aligned math program was implemented in all K-5 classrooms.  6-8 CCSS-aligned CPR Math Program was piloted in all math classes  Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Strengthen mathematics supports for students needing interventions and accelerations, including personalized learning opportunities (Redbird, etc.)		5894: Fees - \$22,500 (LCAP Supplemental ) 1160: Substitutes - \$7,720 (LCAP Supplemental ) 1130: Hourly and benefits - \$2,000 (LCAP Supplemental )	<p>Provided 2 full days of professional development for 20 RSP/SDC teachers on intervention strategies/materials</p> <p>Provided personalized, targeted math intervention for students</p> <ul style="list-style-type: none"> <li>Do The Math intervention program materials</li> <li>Redbird implemented at all elementary and middle schools</li> <li>BuzzMath or other digital resources provided for middle school and Pacific Beach students</li> <li>STMath for secondary intervention</li> </ul> <p>Developed/refined the intervention/remediation courses in middle and high school</p> <p>Provided online math programs for secondary support including:</p> <ul style="list-style-type: none"> <li>50 subscriptions for RSP students at MBHS and SLHS &amp; PB students (ALEKS)</li> <li>Online Math Program for high schools for students needing to repeat Algebra and others (APEX)</li> </ul>	<p>We anticipate spending all budgeted expenditures.</p> <p>5894: Fees - \$22,500 (LCAP Supplemental)</p> <p>1160: Substitutes - \$7,720 (LCAP Supplemental)</p> <p>1130: Hourly and benefits - \$2,000 (LCAP Supplemental)</p>	
<b>Scope of service:</b>	All, districtwide  Grades: All		<b>Scope of service:</b>	All, districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<ul style="list-style-type: none"> <li>• Eliminate 2.0 Math TOSA positions and transition to additional site level math leadership</li> <li>• Add elementary math leads and expand elementary math support teachers, grade level teacher leaders, and secondary math leads</li> <li>• Provide professional development for all teachers new to our district or grade level in CCSS-aligned math programs.</li> <li>• Provide afterschool grade level collaboration meetings for K-6 teachers</li> <li>• Consider different personalized online math interventions for elementary and middle schools</li> <li>• Provide collaboration time for teachers to strengthen recently adopted math programs</li> </ul>
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<b>Original Goal from prior year LCAP:</b>	SLCUSD students will achieve substantial academic gains in English-Language Arts and Literacy		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Student performance in English-Language Arts will increase by 5% as measured by the CAASSP.</p> <p>Student performance in English-Language Arts will increase by 5% within the conditional and ready categories combined as measured by EAP.</p> <p>Student performance in ELA will increase by 5% as measured by district common assessments (K-2 BAS, 3-6 SRI, K-11- Writing) for all students and significant subgroups.</p> <p>SLCUSD English Learners, enrolled less than five years in US schools, will demonstrate proficiency in English by meeting or exceeding AMAO 2 target.</p> <p>SLCUSD English Learners, enrolled five or more years in US schools, will demonstrate proficiency in English by meeting or exceeding AMAO 2 target.</p> <p>SLCUSD English Learners will show adequate annual progress toward fluent English proficiency as</p>	Actual Annual Measurable Outcomes:	<p>Student performance in English-Language Arts as measured by the CAASSP indicated the following:</p> <ul style="list-style-type: none"> <li>• 59% of all students met or exceeded standard</li> <li>• 38% of socio-economically disadvantaged students met or exceeded standard</li> <li>• 11% of English learners met or exceeded standard</li> <li>• 54% of reclassified English proficient students met or exceeded standard</li> </ul> <p>AMAO results for 2016 showed 56% of all English learners met annual growth on CELDT, 24% of English learners, enrolled less than 5 years in U.S. schools demonstrated proficiency in English, as measured by the CELDT, and 54% of English learners, enrolled five years or more in U.S. schools demonstrated proficiency in English as measured by the CELDT. Although we met the Federal goal for students enrolled five years or more in U.S. schools, we are below the Federal Goal for AMAO 1 and AMA) 2 (less than 5 years in U.S. schools).</p>

	<p>measured by AMAO 1</p> <p>The EL reclassification rate for English Learners will increase by 2% from 15% to 17%.</p> <p>100% of teachers will be appropriately assigned to match the teaching credential.</p> <p>Instruction based on CCSS will be implemented for 100% of students, including all ELs.</p>	<p>Student performance in English Language Arts increased by 5% within the conditional and ready categories combined as measured by EAP.</p> <p>Kindergarten-second grade student performance in reading, as measured by the Benchmark Assessment System (BAS) indicated the following improvement from 2014 to 2015:</p> <ul style="list-style-type: none"> <li>• 72% to 79% of all students met or exceeded standard</li> <li>• 58% to 66% of socio-economically disadvantaged students met or exceeded standard</li> <li>• 58% to 58% of English learners met or exceeded standard</li> <li>• 95% to 98% of reclassified English proficient students met or exceeded standard</li> </ul> <p>Third - sixth grade student performance in reading, as measured by the Scholastic Reading Inventory (SRI) indicated the following results from 2014 to 2015:</p> <ul style="list-style-type: none"> <li>• 67% to 65% of all students met or exceeded standard</li> <li>• 43% to 45% of socio-economically disadvantaged students met or exceeded standard</li> <li>• 13% to 17% of English learners met or exceeded standard</li> <li>• 62% to 55% of reclassified English proficient students met or exceeded standard</li> </ul> <p>Kindergarten - sixth grade student performance in writing, as measured by the On-Demand Writing Assessment indicated the following improvement from 2014 to 2015:</p> <ul style="list-style-type: none"> <li>• 38% to 50% of all students met or exceeded standard</li> <li>• 30% to 38% of socio-economically</li> </ul>
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		<p>disadvantaged students met or exceeded standard</p> <ul style="list-style-type: none"> <li>• 29% to 36% of English learners met or exceeded standard</li> <li>• 27% to 39% of reclassified English proficient students met or exceeded standard</li> </ul> <p>Seventh - eleventh grade student performance in writing, as measured by the District Common Assessment indicated the following improvement from 2014 to 2015:</p> <ul style="list-style-type: none"> <li>• 57% to 55% of all students met or exceeded standard</li> <li>• 43% to 43% of socio-economically disadvantaged students met or exceeded standard</li> <li>• 22% to 13% of English learners met or exceeded standard</li> <li>• 48% to 53% of reclassified English proficient students met or exceeded standard</li> </ul> <p>100% of students had access to CCSS-aligned instructional materials.</p> <p>Instruction based on CCSS was implemented for 100% of students, including all ELs.</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>
	<b>Budgeted Expenditures</b>	
		<b>Estimated Actual Annual Expenditures</b>

<p>Provide ongoing, site-based professional development, modeling, and coaching in components of Comprehensive Literacy aligned to SLCUSD Framework for Teaching (1.5 FTE ELA TOSAs, 4.5 FTE instructional coaches, consultant, professional development, curriculum writing, substitute time, books, and materials)</p>		<p>5800: Consultant - \$40,000 (Title II)</p> <p>1900: Salary and benefits - \$640,000 (LCAP Supplemental)</p> <p>1160: Substitutes - \$22,000 (General)</p> <p>1130: Certificated hourly - \$76,000 (General)</p> <p>4300: Materials and supplies - \$45,000 (General)</p>	<p>One secondary ELA TOSA, .5 elementary ELA TOSA, .6 early intervention teacher leader, and 4.9 instructional coaches facilitated and/or provided the following professional development:</p> <ul style="list-style-type: none"> <li>• After-school professional development on Word Study curriculum and methodology</li> <li>• Elementary site-based summer planning time to develop integrated units, backwards planning maps</li> <li>• Elementary site-based planning time to support professional development in reading, Thinking Maps, gradual release model, etc.</li> <li>• Benchmark Assessment System (BAS) training</li> <li>• Leveled Literacy Intervention training</li> <li>• Elementary New Teacher Academy</li> <li>• ELA training for middle school teachers</li> <li>• reading pilot teacher training</li> <li>• Secondary ELA training</li> <li>• Conferences for secondary English teachers</li> <li>• Secondary classroom coaching in ELA</li> <li>• CCSS-aligned unit development</li> </ul> <p>Purchased CCSS-aligned materials to pilot in K-5 classrooms</p> <p>Adopted CCSS-aligned reading program for K-5</p>	<p>We anticipate spending all allocated expenditures:</p> <p>5800: Consultant - \$40,000 (Title I) - Literacy consultant funding source was revised)</p> <p>1900: Salary and benefits - \$640,000 (LCAP Supplemental)</p> <p>1160: Substitutes - \$22,000 (General)</p> <p>1130: Certificated hourly - \$76,000 (General)</p> <p>4300: Materials and supplies - \$45,000 (General)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>	



<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Strengthen secondary classroom instructional strategies aligned to SLCUSD Framework For Teaching with professional development, modeling, and on-site coaching.</p>	<p>5200: Conference/mileage - \$6,000 (General)</p> <p>1160: Substitutes - \$10,000 (LCAP Supplemental/General)</p> <p>1130: Certificated hourly - \$7,000 (General)</p> <p>4300: Books, materials and supplies - \$2,000 (LCAP Supplemental )</p>	<p>Secondary English teachers were provided the following:</p> <ul style="list-style-type: none"> <li>• Conference attendance</li> <li>• Professional development, classroom coaching, model lessons</li> <li>• Time to develop Common Core aligned English units, curriculum plans and assessments</li> </ul>	<p>We anticipate spending all budgeted expenditures.</p> <p>5200: Conference/mileage - \$6,000 (General)</p> <p>1160: Substitutes - \$10,000 (LCAP Supplemental/General)</p> <p>1130: Certificated hourly - \$7,000 (General)</p> <p>4300: Books, materials and supplies - \$2,000 (LCAP Supplemental)</p>

<b>Scope of service:</b>	All secondary schools, schoolwide Grades: 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All secondary schools, All English teachers Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Strengthen ELA supports for students needing interventions and accelerations, including personalized learning opportunities (individualized reading support, LLI, DLL, Read 180, Sandi, EdMarck, etc.)</p>		<p>1100: Salary and benefits - \$300,000 (LCAP Supplemental )                  1130: Certificated hourly - \$137,000 (LCAP Supplemental )                  5800: Consultant contract - \$4,500 (LCAP Supplemental )                  5894: Fees - \$82,000 (LCAP Supplemental )                  4300: Materials and supplies - \$20,500 (General)</p>	<p>Provided individual and DLL (Spanish) reading intervention for targeted first grade students.                  Provided Leveled Literacy Intervention for targeted elementary students                  Expanded secondary intervention programs in reading (Read 180 and Achieve 3000)                  Began development of English model of support for middle and high school students                  Purchased specialized curriculum for Special Day Classes</p>	<p>We anticipate spending all budgeted expenditures.                  1100: Salary and benefits - \$300,000 (LCAP Supplemental)                  1130: Certificated hourly - \$137,000 (LCAP Supplemental)                  5800: Consultant contract - \$4,500 (LCAP Supplemental)                  5894: Fees - \$82,000 (LCAP Supplemental)                  4300: Materials and supplies - \$20,500 (General)</p>
<p><b>Scope of service:</b></p>	<p>All, districtwide                  Grades: All</p>		<p><b>Scope of service:</b></p> <p>All, districtwide                  Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide professional development for K-12 teachers, principals, and instructional aides in ELD Standards and modeling of best practices aligned to SLCUSD Framework for Teaching (6.8 FTE EL Specialists, instructional aides, materials, model development)</p>	<p>1100: Certificated salary and benefits - \$40,000 (Title I)</p> <p>1100: Certificated salary and benefits - \$60,000 (Title III)</p> <p>1100: Certificated salary and benefits - \$473,427 (LCAP Supplemental )</p> <p>2120: Classified salary and benefits - \$212,146 (LCAP Supplemental )</p>	<p>All K-12 teachers, principals and instructional coaches participated in ELD professional development, including integrated and designated ELD, and strategies to increase student discourse</p> <p>EL Specialists trained in designing lessons that integrate ELD standards</p> <p>ELD Specialists at each elementary site provided direct and/or supplemental services to beginning level English learners, as well as ongoing monitoring of English learners' and RFEP student progress.</p> <p>Purchased supplemental instructional materials for English learners</p> <p>Began development of ELD matrix of support for secondary schools</p> <p>Developed a plan for consistent instructional model for CELDT levels 1 and 2 at the secondary schools</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1100: Certificated salary and benefits - \$40,000 (Title I)</p> <p>1100: Certificated salary and benefits - \$60,000 (Title III)</p> <p>1100: Certificated salary and benefits - \$473,427 (LCAP Supplemental)</p> <p>2120: Classified salary and benefits - \$212,146 (LCAP Supplemental)</p>

		1130: Certificated hourly - \$2,000 (LCAP Supplemental )  4300: Materials and supplies - \$4,000 (LCAP Supplemental )			1130: Certificated hourly - \$2,000 (LCAP Supplemental)  4300: Materials and supplies - \$4,000 (LCAP Supplemental)
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All schools, districtwide  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development in Literacy Standards for CTE teachers.		1130: Certificated hourly - \$2,000 (General)	Planned for professional development for Literacy Standards with Social Science and CTE teachers but were unable to schedule		We did not spend budgeted expenditure  1130: Certificated hourly - \$2,000 (General)

<b>Scope of service:</b>	All high schools Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All high schools Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	<ul style="list-style-type: none"> <li>• Shift .5 Elementary Math TOSA to 1.0 ELA</li> <li>• Complete middle school unit development aligned to CCSS</li> <li>• Continue CCSS-aligned implementation in high school including common assessments and unit development</li> <li>• Provide afterschool grade level collaboration meetings for K-6 teachers to support new reading adoption</li> <li>• Consider new personalized programs and interventions for elementary and middle schools</li> <li>• Embed ELD standards and expectations into all ELA professional and curriculum development</li> </ul>				

<b>Original Goal from prior year LCAP:</b>	SLCUSD will provide access to a world-class program for Science, Technology, Engineering, Arts, and Mathematics (STEAM) and CTE program.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local:	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>SLCUSD will increase the number of classes utilizing NGSS units by 50% from 0% to 50%.</p> <p>The number of students participating in enhanced arts programs will increase by 5%.</p> <p>Baseline data on the number of secondary students participating in real-life project-based lessons</p> <p>SLCUSD will increase the number of Programs of Study that are complete for CTE pathways by 10%.</p> <p>The baseline data found from the results of the LOMS Student Attitudinal STEAM survey will indicate that students agree to positive statements regarding the STEAM Program.</p> <p>100% of facilities will be considered in good repair.</p> <p>100% of students will have access to all required areas of study.</p> <p>SLCUSD and Cuesta College will come to an agreement for dual enrollment for 5 courses.</p>		<p>Secondary students engaged in NGSS-aligned units in the 2015-2016 school year.</p> <p>All students in grades 6, 7, and 8 at Los Osos Middle School participated in the STEAM Program.</p> <p>All students at Laguna Middle School had the opportunity to participate in STEAM-aligned electives.</p> <p>Secondary students had increased opportunities to participate in enhanced arts programs.</p> <p>Secondary students had increased opportunities in enhanced elective programs.</p> <p>High school students had additional opportunities to participate in modernized CTE pathways.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Further develop and implement Year 2 NGSS implementation plan including building site leadership.		1130: Certificated hourly and benefits - \$22,000 (General)  5200: Conference - \$10,000 (General)  4300: Materials \$25,000 (General)	NGSS Steering Committee attended CSTA Conference to learn strategies for NGSS implementation  Elementary NGSS Committee completed the following: <ul style="list-style-type: none"> <li>Revised implementation timeline</li> <li>Site visits</li> <li>Previewed curricular programs</li> <li>Attended conference and NGSS Symposium</li> <li>Field-tested NGSS Foss Program</li> <li>Partnered with Cal Poly to host Summer Science Camp for teachers</li> <li>Developed three year NGSS transition plan, including professional development for transition to Foss NGSS curriculum</li> </ul> Secondary NGSS Committee completed the following: <ul style="list-style-type: none"> <li>Studied curricular and instructional shifts and gathered input from a variety of Science teacher leaders</li> <li>Purchased materials for NGSS-aligned science program implementation</li> <li>Created partnerships with Cal Poly, K-12 Alliance, and early implementers</li> </ul>	We anticipate spending all of our budgeted expenditures:  1130: Certificated hourly and benefits - \$22,000 (General)  5200: Conference - \$10,000 (General)  4300: Materials \$25,000 (General)	
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Develop and begin implementation of NGSS-aligned lessons and units.		1900: Certificated salary and benefits - \$100,000 (General)  5800: Consultant - \$40,000 (General)  1130: Certificated hourly - \$19,000 (General)	One full time Secondary Science TOSA was hired to provide professional development, modeling, on-site coaching, and assistance with NGSS-aligned lesson development. <ul style="list-style-type: none"> <li>• NGSS Steering Committee set direction for implementation</li> <li>• Middle school Science teachers and High School Integrated Science teachers piloted NGSS lessons</li> <li>• Provided 5E lesson development training</li> <li>• Developed and implemented NGSS aligned lessons and units in Integrated Science</li> </ul>	We anticipate spending all budgeted expenditures.  1900: Certificated salary and benefits - \$100,000 (General)  5800: Consultant - \$40,000 (General)  1130: Certificated hourly - \$19,000 (General)
<b>Scope of service:</b>	All secondary schools  Grades: 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All secondary schools  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Further develop and articulate STEAM options (Makerspace, engineering, coding, robotics, etc.)</p>		<p>1130: Certificated hourly - \$19,000 (General)</p> <p>4300: Materials and supplies - \$10,000 (General)</p> <p>5200: Conference and travel - \$18,000 (General)</p>	<p>A variety of elementary STEAM electives and before/after school have been implemented.</p> <p>Analyzed Engineering options</p> <p>Provided professional development for creating and using a Makerspace</p> <p>Provided professional development on modern Engineering practices</p> <p>Attended Project Lead the Way conference</p> <p>Provided professional development for programming/coding</p> <p>Further developed computer science/robotics programs through conference attendance and purchase of robotics materials</p> <p>Provided assistance to Science and CTE teacher to develop/improve lessons</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1130: Certificated hourly - \$19,000 (General)</p> <p>4300: Materials and supplies - \$10,000 (General)</p> <p>5200: Conference and travel - \$18,000 (General)</p>	
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Continue to strengthen K-12 music programs providing additional access to targeted student groups (instrument modernization plan, professional development)</p>		<p>5200: Conference and travel - \$5,000 (LCAP Supplemental )</p> <p>4300: Materials, supplies, and equipment - \$130,000 (LCAP Supplemental )</p>	<p>Purchased additional instruments and materials for elementary music/band program to improve and increase student access.</p> <p>Provided professional development for music teachers through conference attendance</p> <p>Purchased additional instruments and materials to modernize secondary band and choir programs and provide improved student access.</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>5200: Conference and travel - \$5,000 (LCAP Supplemental)</p> <p>4300: Materials, supplies, and equipment - \$130,000 (LCAP Supplemental)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Modernize and improve secondary elective programs including CTE pathways (professional development, conference attendance, substitute time).		1130: Certificated hourly and benefits - \$6,500 (General)  5800: Conference and travel - \$6,000 (General)	Received SLOPE Grant  Attended SLOPE Grant Executive Board and Leadership meetings  Wrote Incentive Grant  Hired CTE Coordinator  Began partnership with SLOCOE for Work Experience Coordination and Advisory Committees  Completed self-review of 11 Elements of a Quality Program  Attended conferences to deepen understanding of CTE programs	We anticipate spending all budgeted expenditures.  1130: Certificated hourly and benefits - \$6,500 (General)  5800: Conference and travel - \$6,000 (General)
<b>Scope of service:</b>	Comprehensive high schools  Grades: 9th, 10th, 11th, 12th		Scope of service:	Comprehensive high schools  Grades: 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

<b>What changes in actions, services, and expenditures</b>	<p>Secondary Science TOSA will serve as a K-12 Science TOSA for 2016-2017.</p> <p>Further develop Science leadership and understanding through outside resources.</p> <p>K-5 classrooms will begin a 3-year transition to teaching with NGSS aligned curriculum.</p> <p>6-12 Science classrooms will further develop NGSS aligned lessons and units.</p> <p>Based on our need to continue to develop Career Technical Education (CTE) pathways and courses, grants were applied for and received for CTE. This will allow us to significantly impact CTE pathways and courses throughout our district.</p>
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<b>Original Goal from prior year LCAP:</b>	SLCUSD will create an intentional culture of care, intervention, and support for all students.		Related State and/or Local Priorities: _1 _2 X3 _4 X5 X6 X7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>The results of the SLCUSD elementary parent survey will indicate that 90% of parents agree or strongly agree to positive statements regarding their school.</p> <p>Healthy Kids Survey will indicate an increase in positive indicators in the area of School Connectedness and Academic motivation by 3% each.</p> <p>CDE Provided ORC vs. IRC data regarding special education students will indicate an increase in the percentage of time spent in general education.</p> <p>Records of counseling support will indicate a 5% increase in the number of students served, including socio-economically disadvantaged students and English Language Learners.</p>		Actual Annual Measurable Outcomes:	<p>The results of the elementary parent survey indicated that 89.8% of parents agree or strongly agree to positive statements regarding their school.</p> <p>Healthy Kids Survey indicated an increase in positive indicators in the area of School Connectedness and Academic motivation by 9% for our 7th graders, 5% for our 8th graders, and 5% for our 9th graders.</p> <p>CDE Annual Performance Report measure for least restrictive environment indicates the following changes from 2013-2014 to 2014-2015:</p> <ul style="list-style-type: none"> <li>• Inside Regular Classroom (IRC) greater than 80% of the day increased by 1.6% (45.4% to 47%).</li> <li>• Inside Regular Classroom (IRC) less than 40% showed no change (22.5%).</li> </ul>

	<p>Attendance data will indicate a 2% decrease in the number of truant students</p> <p>Chronic absenteeism data will indicate a decrease in students chronically absent by .5%.</p> <p>Middle School dropout rates will remain at 0%.</p> <p>High School dropout rates will reduce by .1%.</p> <p>High school graduation rate will improve by .5%.</p> <p>Overall suspensions will reduce by 23 total days of suspension.</p> <p>Total expulsions will reduce by 3.</p>		<p>District data between 8/2015 to 5/2016 indicated 4.1% increase in IRC across the district for grades K-12.</p> <p>Records of counseling support indicated 2% increase in the number of students served, including socio-economically disadvantaged students and English Language Learners.</p> <p>Average daily attendance through March 24, 2016 is at 95.01%.</p> <p>Chronic absenteeism through March 24, 2016 is at 19.16%</p> <p>Truancy rate through March 24, 2016 is at 26.53%,</p> <p>Middle School dropout rates will not be available until released by the state.</p> <p>High School dropout rates will not be available until released by the state.</p> <p>High school graduation rate will not be available until June, 2016</p> <p>Overall suspensions reduced by 41% as of April 30, 2016.</p> <p>Total expulsions increased by one as of May 9, 2016.</p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>

<p>Continue to provide family services, counseling support at all schools, 504 support, SST tracking, and parent engagement opportunities (Family Resource Center, Latino Family Literacy, translation, etc.).</p>		<p>1100: Certificated salary and benefits - \$90,000 (LCAP Supplemental )</p> <p>4300: Materials and supplies - \$1,000 (LCAP Supplemental )</p> <p>5800: Contracts and fees - \$185,000 (LEA-Medical/Homeless Grant)</p>	<p>504 Coordinator provided oversight and support to elementary and secondary schools.</p> <p>Counseling contracts with three community agencies were established and implemented.</p> <p>Family advocate contracts were established and implemented with two different community agencies</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1100: Certificated salary and benefits - \$90,000 (LCAP Supplemental)</p> <p>4300: Materials and supplies - \$1,000 (LCAP Supplemental)</p> <p>5800: Contracts and fees - \$185,000 (LEA-Medical/Homeless Grant)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Provide professional development, training, and support on topics to increase Special Ed. Teacher efficacy and improve inclusion opportunities for students with IEPs. Focus will include the inclusion of special needs students and the research, planning, and implementation of increased mainstream opportunities for students with IEPs, Learning Center Classrooms and Co-Teaching opportunities.</p>		<p>1160: Substitutes - \$5,000 (LCAP Supplemental )</p> <p>1310: Consultant - \$35,000 (LCAP Supplemental )</p> <p>5200: Conference and travel - \$7,250 (General)</p> <p>5895: Software - \$1,200 (LCAP Supplemental )</p>	<p>Special Education staff provided information, support, and professional development for Special Education staff on the following topics:</p> <ul style="list-style-type: none"> <li>• Advanced ABA training</li> <li>• Inclusion of special needs students</li> <li>• Research, planning and implementation of increased mainstream opportunities</li> <li>• Learning Center Classrooms</li> <li>• Co-Teaching</li> <li>• Assessment and eligibility areas</li> </ul> <p>Purchased Goalmaker software program for resource specialists</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>160: Substitutes - \$5,000 (LCAP Supplemental)</p> <p>1310: Consultant - \$35,000 (LCAP Supplemental)</p> <p>5200: Conference and travel - \$7,250 (General)</p> <p>5895: Software - \$1,200 (LCAP Supplemental)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All, districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		



<p>Provide comprehensive supports for EL, SED, Foster/ Homeless youth and other identified students (enhanced breakfast program, late bus)</p>		<p>2230: Translator hourly - \$22,000 (LCAP Supplemental )</p> <p>5713: Transportation - \$40,000 (LCAP Supplemental )</p> <p>4300: Materials and supplies - \$20,000 (Title III)</p>	<p>Provided all schools additional translation services to support and engage non-English speaking families.</p> <p>Provided breakfast programs at all elementary school sites.</p> <p>Welcome Center provided comprehensive supports for EL families new to our community.</p> <p>Provided parent Latino Literacy classes for families at C.L. Smith, Baywood, Hawthorne, and all secondary schools.</p> <p>Provided college trips for secondary Latino Literacy families.</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>2230: Translator hourly - \$22,000 (LCAP Supplemental)</p> <p>5713: Transportation - \$40,000 (LCAP Supplemental)</p> <p>4300: Materials and supplies - \$20,000 (Title III)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All, districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide preschool programs with a parent education component for qualifying families (teacher/aide salaries, materials, licensing, Raising a Reader fees, parent education costs, etc.).</p>		<p>1100: Certificated salary and benefits -</p>	<p>Success for All Preschool Programs were provided for English learner and low-income families at four Title I elementary school sites (BA, HA, PA, and SM) with fully credentialed teachers. Emphasis was on</p>	<p>We anticipate spending all budgeted expenditures.</p>	

<p>\$316,000 (LCAP Supplemental )</p>	<p>developmental learning to learn skills and early literacy.</p>	<p>1100: Certificated salary and benefits -</p>
<p>2120: Classified salary and benefits - \$316,000 (LCAP Supplemental )</p>	<p>Raising a Reader Programs were provided for all Success for All Preschool Programs and Del Mar TK class to provide access to books for ELs and SED students. Program included parent literacy workshops.</p>	<p>\$316,000 (LCAP Supplemental)</p>
<p>\$158,000 (LCAP Supplemental )</p>	<p>Online assessments were used to progress monitor student success in preK programs.</p>	<p>2120: Classified salary and benefits - \$158,000 (LCAP Supplemental)</p>
<p>1160: Substitutes - \$5,000 (LCAP Supplemental )</p>	<p>Preschool program recruitment took place through community outreach activities</p>	<p>2120: Classified salary and benefits - \$158,000 (LCAP Supplemental)</p>
<p>4300: Materials and supplies - \$2,000 (LCAP Supplemental /General)</p>	<p>Kindergarten Round-Up was hosted at 9 elementary schools to welcome and screen new students and provide referrals for student/families in need. Ongoing professional development/collaboration was provided for Early Learning Team made-up of preschool, co-op preschool and TK teachers.</p>	<p>1160: Substitutes - \$5,000 (LCAP Supplemental)</p>
<p>5894: Fees - \$2,375 (LCAP Supplemental )</p>		<p>4300: Materials and supplies - \$2,000 (LCAP Supplemental/ General)</p>
<p>5800: Contract - \$14,500 (LCA P Supplemental )</p>		<p>5894: Fees - \$2,375 (LCAP Supplemental)</p>
<p>Translator Hourly - \$1,000 (LCAP Supplemental )</p>		<p>5800: Contract - \$14,500 (LCAP Supplemental)</p>
		<p>Translator Hourly - \$1,000 (LCAP Supplemental)</p>

<b>Scope of service:</b>	Four Title I schools, districtwide Grades: TK, K, Preschool		<b>Scope of service:</b>	Four Title I schools, districtwide Grades: TK, Preschool	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

<p>Provide multi-tiered system of support to include targeted interventions, ELD services, summer school, extended school year program, student attendance monitoring, and AVID</p>		<p>1900: Certificated salary and benefits - \$250,000 (LCAP Supplemental )</p> <p>5200: Conference and transportation - \$17,000 (LCAP Supplemental )</p> <p>2130/2230/2430: Classified hourly pay - \$66,000 (LCAP Supplemental )</p> <p>1160: Substitutes - \$10,000 (LCAP Supplemental )</p>	<p>English Learner/Intervention TOSA coordinated district-wide ELD services and secondary interventions.</p> <p>Researched and implemented secondary multi-tiered system of support in both ELA and mathematics.</p> <p>Provided elementary intervention summer school at all Title I sites for ELs and struggling students</p> <p>Provided secondary summer school - focused on EL and students needing intervention for math, English, and a connection to school culture</p> <p>Provided Extended School Year Program for qualifying Special Education students</p> <p>Strengthened AVID program by providing conference attendance and professional development for AVID teachers</p> <p>Provided college trips for AVID students</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1900: Certificated salary and benefits - \$250,000 (LCAP Supplemental)</p> <p>5200: Conference and transportation - \$17,000 (LCAP Supplemental)</p> <p>2130/2230/2430 : Classified hourly pay - \$66,000 (LCAP Supplemental)</p> <p>1160: Substitutes - \$10,000 (LCAP Supplemental)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide professional development and support to create positive, student-centered learning environments for all students (PBIS, Restorative Approaches, Mental Health Support training, etc.)</p>		<p>5894: Fees - \$10,000 (LCA P Supplemental )</p> <p>1160: Substitutes - \$20,000 (LCA P Supplemental )</p> <p>5800 - Consultant - \$17,000 (LCA P Supplemental )</p>	<p>All school counselors attended California Association of School Counselors conference for training in Positive Behavior Interventions and Supports (PBIS), Restorative Approaches, and mental health support.</p> <p>Two general education teachers from each secondary site attended Transitioning Student Support Symposium (LINK Crew, WEB) to support improvement of school climate and student connectivity.</p> <p>Purchased SEIS SST Tracking software</p> <p>Monitored student attendance, increased school/home communication, and provided systematic truancy interventions with use of School Messenger</p>	<p>We anticipate not spending all budgeted expenditures.</p> <p>5894: Fees - \$0 - After surveying counselors, team decided not to purchase software</p> <p>1160: Substitutes - \$20,000 (LCAP Supplemental)</p> <p>5800 - Consultant - \$17,000 (LCAP Supplemental)</p>	
<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All, districtwide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>Focus for 2016-17 will include development of Culturally proficient leadership.</p> <p>Consider expanding parent literacy programs to parent engagement programs designed to increase English Learner parent knowledge about schooling.</p> <p>We will expand therapeutic services at our comprehensive high school</p> <p>We will provide WEB and LINK Crew training of staff to enhance campus climate</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>SLCUSD will expand technology and promote innovation in order to provide student access to personalized learning and prepare for college and career readiness.</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
		<p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of students who have access to model classrooms will increase from 450 to 1000.</p> <p>100% of schools will have wifi access.</p> <p>Results of Kindergarten parent survey will indicate positive agreement regarding the effectiveness of the 90/10 model.</p> <p>Efforts to seek parent input will be increased by 5% as measured by parent attendance on the Innovation Advisory Committee.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The number of students who have access to model classrooms increased from 450 to 1000.</p> <p>100% of schools have wifi access.</p> <p>Results of Pacheco Kindergarten parent survey indicated positive agreement regarding the effectiveness of the 90/10 model.</p> <p>Efforts to seek parent input will be increased by 5% as measured by parent attendance on the Innovation Advisory Committee.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Create visionary tech teams by providing professional development, on-site support, coaching, and devices to enhance innovation and instructional impact based on SLCUSD Framework for Teaching.		1900: Certificated salary and benefits - \$100,000 (General)  1130: Certificated hourly and benefits - \$48,000 (General)  5200: Conference and travel - \$11,400 (General)	EdTech Instructional Coach/TOSA provided professional development, on-site support, coaching, and modeling best practices in technology and innovation  Sixteen Lead EdTech teachers provided on-site support, leadership, and professional development in technology innovation  Provided after school professional development on using devices to impact instruction  Provided Summer Tech Boot camp for teachers and administrators	We anticipate spending all budgeted expenditures.  1900: Certificated salary and benefits - \$100,000 (General)  1130: Certificated hourly and benefits - \$48,000 (General)  5200: Conference and travel - \$11,400 (General)	
<b>Scope of service:</b>	All, districtwide  Grades: All		<b>Scope of service:</b>	All, districtwide  Grades: All	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Provide support to 90/10 dual immersion program (professional development, instructional aides, etc.).</p>		<p>1130: Certificated hourly - \$30,000 (LCAP Supplemental )</p> <p>2120: Classified salary and benefits - \$68,257 (LCAP Supplemental )</p> <p>4300: Materials and supplies - \$35,000 (LCAP Supplemental )</p> <p>5200: Conference and travel - \$35,000 (LCAP Supplemental )</p>	<p>Dual immersion program was implemented with the following support:</p> <ul style="list-style-type: none"> <li>• English learner instructional aides</li> <li>• Professional development for teachers and instructional aides</li> <li>• Parent education component</li> </ul> <p>Purchased supplementary materials and supplies to develop 90/10 model in Kindergarten.</p> <p>Additional professional development was provided to implement 90/10 model in Kindergarten.</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1130: Certificated hourly - \$30,000 (LCAP Supplemental)</p> <p>2120: Classified salary and benefits - \$68,257 (LCAP Supplemental)</p> <p>4300: Materials and supplies - \$35,000 (LCAP Supplemental)</p> <p>5200: Conference and travel - \$35,000 (LCAP Supplemental)</p>	
<p><b>Scope of service:</b></p>	<p>Pacheco Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, Preschool</p>		<p><b>Scope of service:</b></p>	<p>Pacheco Elementary</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, Preschool</p>	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Develop community partnerships to modernize programs (Pathway Trust Grant, Technology Innovations Advisory Committee, etc.)		1130: Certificated hourly and benefits - \$2,000 (General)	Implemented and purchased needed materials for the Information Communication and Technology portion of the Pathway Trust Grant  Hired CTE Work Experience Coordinator  High School CTE teachers visited businesses for professional development and to develop community partnerships	We anticipate spending all budgeted expenditures.  1130: Certificated hourly and benefits - \$2,000 (General)
<b>Scope of service:</b>	All secondary schools  Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	All secondary schools  Grades: 7th, 8th, 9th, 10th, 11th, 12th
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Purchase eBooks, databases, and site licenses to increase student access and personalized learning.		5894: Licenses - \$69,000 (LCAP Supplemental ) 4200: Materials (computers) - \$20,000 (General)	Purchased eBooks, and databases (Scienceflix, Trueflix), ETC Portal contract Provided MyOn online reading program for five Title I schools Purchased additional devices for Laguna Middle School 1:1 initiative	We anticipate spending all budgeted expenditures 5894: Licenses - \$69,000 (LCAP Supplemental) 4200: Materials (computers) - \$20,000 (General)
<b>Scope of service:</b>	All, districtwide Grades: All		<b>Scope of service:</b>	All, districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide iPads and professional development to improve services for students with disabilities		4300: Equipment - \$13,350 (General)	Provided additional iPads and professional development for more intensive classrooms Purchased additional applications for Speech and Language therapists for use in therapy sessions and student assessment	We anticipate spending all budgeted expenditures 4300: Equipment - \$13,350 (General)

<b>Scope of service:</b>	More intensive classes at Los Ranchos, Monarch Grove, C.L. Smith, Los Osos Middle, and San Luis High.  Grades: All		<b>Scope of service:</b>	More intensive classes at Los Ranchos, Monarch Grove, C.L. Smith, Los Osos Middle, and San Luis High  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	Strategically provide devices to support program implementation including online interventions and STEAM implementation  Complete 1:1 Initiative at LAMS  Replace out of date devices in order to better meet the modern instructional needs of students  Expand summer professional development to include more advanced trainings  The 90/10 model will be expanded to include first grade  Expand MyOn personalized online reading program to nine elementary schools				

<b>Original Goal from prior year LCAP:</b>	SLCUSD will strengthen the use of data cycles to improve student academic achievement.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>SLCUSD will increase the number of students that are college and career ready by satisfying the University of California/ California State University (UC/CSU) minimum a-g requirements for college admission by 2%.</p> <p>SLCUSD student pass rates on AP exams will increase to 78%.</p> <p>All elementary students will be evaluated using a standards-based report card.</p>	Actual Annual Measurable Outcomes:	<p>SLCUSD increased the number of students that are on-track to be college and career ready by satisfying the University of California/ California State University (UC/CSU) minimum a-g requirements for college admission by 2%.</p> <p>SLCUSD student pass rates on AP exams will increase to 78%.</p> <p>All elementary students were evaluated using the revised standards-based report card</p> <p>A modified report card was used for specific students based on IEP goals</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Develop capacity of administrative team in use of observation/evaluation tools based on the SLCUSD Framework For Teaching	<p>5894: Contracts - \$32,000 (Title II)</p> <p>5800: Consultant - \$15,000 (General)</p>	<p>Purchased TeachBoost contract to manage observation/evaluation protocol</p> <p>Purchased Teachscape Focus to provide new administrator training and administrator calibration</p>	<p>5894: Contracts - \$32,000 (Title II)</p> <p>5800: Consultant - \$0 - We did not contract with consultant</p>

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to develop grade-level assessments and rubrics aligned to standards-based report card; provide ongoing professional development in using item bank and interpreting data		1130: Certificated hourly and benefits - \$13,500 (General)  5894: Contract/fees - \$41,500 (General)	Grade-level teachers developed and revised elementary grade-level assessments and rubrics aligned to standards-based report card  Provided professional development and other support to teachers and administrators on the following topics: <ul style="list-style-type: none"> <li>• Illuminate online gradebook</li> <li>• Use of Illuminate data bank</li> <li>• Using and interpreting data</li> </ul>	We anticipate spending all budgeted expenditures  1130: Certificated hourly and benefits - \$13,500 (General)  5894: Contract/fees - \$41,500 (General)	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Refine and implement district-wide common assessments.</p>	<p>1900: Certificated salary and benefits - \$200,000 (LCAP Supplemental )</p> <p>1160: Substitutes - \$89,200 (LCAP Supplemental /General)</p> <p>5800: Contract - \$10,000 (LCAP Supplemental )</p>	<p>1.5 Assessment /Data Instructional Coaches facilitated and supported the following</p> <ul style="list-style-type: none"> <li>• Implementation of district common assessments</li> <li>• Professional development and partial implementation of interim assessments</li> <li>• Training and implementation of required state assessments</li> </ul> <p>Revised elementary common assessments in mathematics to fit trimester timeline</p> <p>Provided release time or hourly pay for K-2 Benchmark Assessment System each trimester</p> <p>Provided one day for K-6 grade teachers to participate in Writing Common Assessment scoring professional development</p> <p>Developed K-6 Writing Calibration webinars to support site scoring of writing assessments</p> <p>Refined and implemented district-wide secondary common assessments with ELA and Math</p> <p>Developed/modified secondary benchmark assessments to fully align to SBAC</p> <p>Started the development of a data framework/matrix with scheduled progress monitoring</p>	<p>1900: Certificated salary and benefits - \$150,000 (LCAP Supplemental) - We reduced assessment TOSAs by .5</p> <p>1160: Substitutes - \$89,200 (LCAP Supplemental/ General)</p> <p>5800: Contract - \$10,000 (LCAP Supplemental)</p>



<b>Scope of service:</b>	All, districtwide  Grades: All		<b>Scope of service:</b>	All, districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement LAS assessment with all English learners, Levels 1 and 2		4300: Materials - \$3,000 (LCAP Supplemental )	Implemented LAS assessment with all secondary English learners, Levels 1 and 2	We anticipate spending all budgeted expenditures:  4300: Materials - \$3,000 (LCAP Supplemental)	
<b>Scope of service:</b>	All  Grades: All		<b>Scope of service:</b>	All  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue online, district-wide parent registration process.		5800: - Contract/fees - \$18,000 (General)	<p>Provided online, district-wide parent registration process (Infosnap)</p> <p>Fully implemented Naviance Program to monitor student progress towards a-g high school requirements</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>5800: - Contract/fees - \$18,000 (General)</p>
<b>Scope of service:</b>	All Grades: All		Scope of service: All Grades: All	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
Develop data framework/ matrix, evaluate SBAC interim assessments, and develop, refine and/or purchase common assessments to fully align with SBAC.		1130: Certificated hourly and benefits - \$10,000 (General/LCAP Supplemental)	<p>Provided professional development and training in implementing SBAC Interim assessments</p> <p>Developed/refined secondary ELA common assessments</p>	<p>We anticipate spending all budgeted expenditures.</p> <p>1130: Certificated hourly and benefits - \$10,000 (General/LCAP Supplemental)</p>

<b>Scope of service:</b>	All, districtwide Grades: All		<b>Scope of service:</b>	All, districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	PreK report card will be revised to better align with standards-based report card. Further revisions will be made to elementary report card, report card assessments, and common assessments. Strengthen use of progress monitoring with the support of common and interim assessments. Focus training on support in the area of formative assessment to guide instruction				

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	4650064
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San Luis Coastal Unified School District receives no increase in funds this year due to our status as a basic aid/community-funded district. We have made the commitment to increase General and Federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,921, or 39.06% of 2015-16 enrollment. SLCUSD's Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students (especially targeting students of low income, foster youth, and English learners) in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, foster youth, and English learners. For the 2016-17 school year, we are focusing on the following services:

- Instructional Coach/EL and Intervention teacher at each elementary site. Research and four years of experience utilizing instructional coaching has shown us that site-based, student-centered coaching is the most effective way to increase student achievement, with specific targeted support for our English learners. Coaches provide professional development at the individual teacher level in the form of model lessons, co-teaching, student-centered coaching cycles, and collaboration. Coaches provide supplemental instruction for our unduplicated identified students. We will continue with this model based on positive teacher survey feedback, positive principal feedback, and comparison data demonstrating shift towards higher levels of interactions between coaches and teachers. (Effective Staff Development, by Robert N. Bush, Far West Laboratory)
- Teachers on Special Assignment (TOSAs) support student achievement in the areas of assessment, early literacy, English language Arts/Literacy, intervention, English learners, new teacher induction, and technology. In addition, one program specialist assists all elementary and secondary sites in the 504 process. All TOSAs work directly with teachers and principals to support growth in understanding of the CCSS expectations, common assessments, and the SLCUSD Teaching Framework. Teacher and principal feedback supports continued use of this model.
- One-to-One and Leveled Literacy Intervention (LLI) are combined to provide every elementary site with powerful, research-based reading and writing intervention. We will continue with the increase of LLI funding and lower the level of our one-to-one funding to more efficiently meet the intervention needs of a greater number of our students. Data shows that over 60% of students from our unduplicated populations participate in one-to-one reading or LLI intervention. (Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell Leveled Literacy Intervention System, 2009-2010)
- Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth.
- Personalized learning will be continued or expanded, including STMath, Redbird, MyOn Reading, Wowzers Math, and Buzz Math. STMath is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Redbird is an individualized CCSS-aligned math intervention affiliated with Stanford University. MyOn provides elementary students with individualized e-books based on student's lexile level. Wowzers is an individualized online program that is part of our blended learning approach to math instruction in our elementary classrooms. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. All five of these programs were selected after researching and piloting numerous intervention and personalized programs.
- Increasing access to technology will include increasing our model technology classrooms with one-to-one access at all elementary and

secondary sites. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes.

- Targeted summer school with transportation will be offered to students at our Title I sites who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially low income, foster youth, and English learner students. In addition, our DELAC leaders have made summer school a top request for the past three years.
- Instructional aides for our transitional kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate pre-k program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001)).
- Targeted reading and writing interventions in secondary include Read 180 and Achieve 3000. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in this intervention are unduplicated students.
- Ongoing professional development supports classroom instruction to increase student achievement, including our English learners, socio-economically disadvantaged students and foster youth.

Supplemental funds devoted exclusively to our unduplicated students include the following:

- Success for All Preschool Programs will target low income and English learner students and their families. We will continue to provide fully licensed preschool classes with fully credentialed teachers at four of our Title I sites. Parent education is a requirement for enrollment in our program and includes the "Raising a Reader" home reading program. Longitudinal data of students' reading achievement in both kindergarten and first grade demonstrates that students who participated in our preschool program outperformed students in the same student group who did not attend (Expanding Access to High-Quality Preschool Programs, CSBA).
- English Learner/Intervention teacher on special assignment (TOSA) works to develop and enhance ELD services, as well as interventions for our English learners, low income students, and foster youth. A major focus of her work for 2016-2017 will be to provide training and support to our EL specialists, teachers, and instructional coaches with the ELD Standards and Framework so they are able to provide professional development, coaching and support directly to classroom teachers. TOSA will also provide professional development for instructional aides and administration to support continued understanding, growth and successful use of designated and integrated ELD in the classroom. (ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/ehglangdevstnd.pdf>)
- Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2016-2017 based on parent interest and positive parent feedback on classes held during the 2015-2016 school year.
- Parent leaders from DELAC will continue to attend regional or state CAFE conferences to learn ideas, strategies, and programs that will assist English learner students and families. ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/ehglangdevstnd.pdf>)
- Pilot parent engagement programs for our English learner families that were presented this spring at CAFE. ([www.bilingualeducation.org/programs/2inspire.php](http://www.bilingualeducation.org/programs/2inspire.php))
- English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/ehglangdevstnd.pdf>)
- Provide long-term English learners at our middle schools with a targeted LTEL class using research-based strategies for English learners and Long-Term English Learners (<http://laurieolsen.com/resources/>)
- EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco Elementary) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also

provide afterschool support in academics and homework. (ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/ehglangdevstnd.pdf>)

- Our homeless liaison provides services, support and resources to our homeless population of families. She meets with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.
- Title I funded Intervention teachers are partially funded by general funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards. Our experience and student data supports this as a strong model for supplemental interventions.
- Morro Bay High School Learning Center provides targeted support for our socio-economically disadvantaged students needing extra support at school. Our experience and positive feedback from our students has helped us to determine this as the most effective approach.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.38

%

San Luis Coastal Unified School District received no additional funding to support unduplicated students. We currently expend the total amount of supplemental funds. In 2016-2017, our district will continue to see a marked increase in services for students with a half-time instructional coach assigned to each elementary site who will also provide ELA and/or intervention for struggling learners. An investment in intervention programs and supports will make an impact on identified students, especially those students represented in the unduplicated count. Examples of these intervention programs include: personalized learning through online programs, after-school transportation, and intervention summer school with transportation.

Professional development for teachers focusing on best first instruction for students in the classroom will be a major emphasis through district and site-based professional development. We continue to see the impact our professional development (Common Core standards, ELA/ELD standards and providing both designated and integrated ELD for all English learners, research-based instruction, and assessment practices) is having on instruction and achievement. In 2016-2017, we will continue our focus on the ELA/ELD standards and embed ELD best practices in all reading and writing professional development. This will support our goal to keep the rigor high for all students. The majority of professional development will be site based to minimize disruption to the instructional program.

We will continue to use our funds to target support for identified students in need of specific interventions at each of our sites. Specific examples include continuing with the increase of funds to support our early literacy intervention programs for at-risk readers. We will expand our Success for All Preschool Programs to include not only SED families but students with IEPs. We will expand our AVID Program to enhance its effectiveness. We will expand targeted interventions in both reading and math in our middle schools.

We need to continue this focus and expand our efforts preK-12 to ensure that "All" of our students are prepared for the future and have the same opportunities for success.

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).



(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).